



**DEPARTMENT OF GREEK AND LATIN**  
**THE CATHOLIC UNIVERSITY OF AMERICA**

**UNDERGRADUATE HANDBOOK**

**2007-2008**

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# WELCOME

Greetings, and welcome to the Department of Greek and Latin at CUA! Whether you are a major, a minor, or an interested student, we are pleased that you have chosen to get to know us better. This handbook gathers into one place most of the departmental information that our undergraduate majors and minors will need throughout their CUA careers, and that our faculty will need in order to advise them and guide their studies. We hope that you will use it to learn more about us and about our programs.

## HOW TO USE THIS HANDBOOK

Keep this handbook at your disposal for the full length of time you are a student in one of the department's major or minor programs. This publication is intended to function as a guide to departmental resources, policies, procedures, and requirements. It is no substitute, however, for regular contact with the department itself, especially with your undergraduate adviser and, for seniors, with your thesis adviser.

You should certainly familiarize yourself with the contents of this handbook and with the contents of the other CUA publications described in Appendix 5, below, but you should also:

- Monitor the departmental website for announcements and policy changes. Important updates will be pointed out to you via email as well.
- Read carefully and thoroughly all email messages sent to you by the department's administrative assistant or by the chair and other faculty members and respond to them promptly.
- Make *and keep* appointments with your adviser(s). For all students, this means meeting your undergraduate adviser at least once per semester for course selection, and more frequently as needed to address adding and dropping courses, study abroad, and other academic issues; for seniors, this also means meeting with your senior thesis adviser at least every two weeks throughout the academic year. Read the "Advising" and senior thesis sections of this handbook for more information on your advisers' roles in your academic success.
- Use the resources of the department to enhance your academic life. The Department of Greek and Latin is your academic home (or one of them, if you are a double major or a minor) and welcomes your presence for quiet study in the library; for general consultation, assistance, and advice; for talks and presentations hosted by the department around campus; and for the various gatherings and celebrations held throughout the year.

For the purposes of internal departmental policy, the contents of this handbook should be considered binding unless they conflict with the *Advising Handbook of the School of Arts and Sciences* or with the *CUA Undergraduate Announcements*, in which case the latter two publications are to be preferred.

# EARLY HISTORY OF THE DEPARTMENT OF GREEK AND LATIN

## Classical Philology at the Catholic University of America, 1891-1918

The formal study of classical philology at the Catholic University of America began in 1891 with the appointment of the Rev. Daniel Quinn (1861-1918) as Professor of Greek.<sup>1</sup> A graduate of Mt. St. Mary's College, Maryland (AB, 1883; AM, 1886), Fr. Quinn had spent two years at the American School of Classical Studies at Athens (1887-89) where his fellow students included Carl Darling Buck, Gonzalez Lodge, and other promising young classicists.<sup>2</sup> As it had done for other newly-hired faculty members, the University then sent Quinn back to Europe for his doctorate. He spent the 1891-92 academic year at the University of Berlin, and the following academic year at the American School and the University of Athens. In 1893 he received his PhD from the University of Athens and returned to the United States. At CUA, having joined a faculty not yet divided into separate schools, the Rev. Dr. Quinn taught for two academic years (1893-95) under the rubric of Biblical Science. His courses focused on the New Testament, Biblical archaeology, and classical Greek philology.

When the Schools of Philosophy and Social Science were created in 1895 as entities separate from the School of Divinity, Dr. Quinn joined the newly formed Faculty of Philosophy. This faculty was at first divided into the Departments of Philosophy, Letters, Mathematics, Physical Sciences, Technology, and Biological Sciences. Dr. Quinn entered the Department of Letters, whose founding members, in addition to himself, were the Rev. Prof. Henry Hyvernat (Oriental Languages) and Prof. Charles Warren Stoddard (English).

Although trained as a Hellenist, Dr. Quinn also taught Classical Latin, first mentioned as a separate field of study at CUA in the Announcements for 1895-96. Courses for that year included Greek Philology, Latin Philology, Greek Archaeology, Roman Archaeology, History of Greek Literature, History of Latin Literature, and Greek and Latin Epigraphy. An overt philhellene, Quinn's zeal was manifested in his spelling habits (Keramics, Mykenaeen, Sophokles) and in his Academy of Hellenic Studies, which students were eligible to join upon completion of a thesis of four thousand words, written in Greek or Latin. In 1895-96, Academy discussions (to take place in Greek!) centered on Aristophanes' *Acharnians* and Sophocles' *Antigone*, and were reported in the quarterly in-house journal *Deltion*. Quinn also busied himself during this and the following year with articles on the American School of Classical Studies in Athens (*Catholic University Bulletin* 1 [1895], 65-72), education in Greece (United States Bureau of Education, *Report of the Commissioner for Education for 1896-97*, ch. 8, pp. 267-347), and "the duty of higher education in our times" (*Journal of Social Science* [1896]).

The following academic year (1896-97) saw the appointment of George Melville Bolling (1871-1963) as Instructor in Comparative Philology. Born into an established Virginia family, he converted to Catholicism and attended Loyola College in Baltimore (AB, 1891). In 1896 he received his PhD in Classics from The Johns Hopkins University. His dissertation, *The Participle in Hesiod*, was written under the supervision of Basil Lanneau Gildersleeve and published in *The Catholic University Bulletin* 3 (1897), 421-71. In addition to comparative philology, Bolling also taught Sanskrit and Latin.<sup>3</sup>

Dissatisfied with the University's level of support for Greek studies, Fr. Quinn resigned at the end of 1897 and returned to Athens.<sup>4</sup> He spent two further years at the American School (1900-02) and in 1902 was appointed Rector of the Leonteion, a secondary school established for Catholics by Pope Leo XIII. In 1906 he returned to his birthplace of Yellow Springs, Ohio, and became pastor of St. Paul's Church and professor at Antioch College. In 1908 he published *Helladian Vistas*, a collection of essays on Greece that went into a second edition the following year. His courses for the remainder of the academic year 1897-98 were taken over by Dr. Bolling, who seems not to have continued the work of the Hellenic Academy.

The following academic year (1898-99), the Faculty of Philosophy was reorganized into five separate schools. The Department of Letters became the School of Letters, and took its place alongside the Schools of Philosophy and the Physical, Biological, and Social Sciences. (It is essentially this division that is marked in the inscription over the entrance to McMahon Hall: SCIENCE - PHILOSOPHY - LETTERS.) The new School of Letters was divided into six departments, three of which were staffed by classicists. These were Comparative Philology and Sanskrit, Latin Language and Literature, and Greek Language and Literature. The non-classical departments in the School of Letters were Semitic and Egyptian Literatures, Keltic Languages and Literature, and English Language and Literature. George Bolling headed Comparative Philology and Sanskrit and taught in the other two classical departments as well. He received help in 1899 with the appointment of John Joseph Dunn (AB Yale, 1895; PhD Yale, 1898) as Instructor in Latin. Dunn was not a classicist, however, and in 1900 he migrated to the University's Department of Keltic Languages and Literature. The same year the Rev. John Damen Maguire (1868-1916) was hired as Assistant Professor of Latin Language and Literature.<sup>5</sup> A graduate of La Salle College (AB, 1886) he received his PhD from the University of Pennsylvania in 1900 with a dissertation on word order in the speeches of Livy.<sup>6</sup>

Between 1900 and 1905, Bolling headed the Department of Greek Language and Literature as Associate Professor and also ran the Department of Comparative Philology and Sanskrit as Assistant Professor. Maguire headed the Department of Latin Language and Literature, first as Assistant, and then from 1902 as Associate Professor of Latin. It was during these years that the first doctoral degrees were awarded in Greek and Latin. In 1904 the Department of Greek Language and Literature awarded the PhD to the Rev. Michael Matthias F. Oswald, C.S.C. (AB Notre Dame, 1898) whose dissertation, *The Use of the Prepositions in Apollonius Rhodius, Compared with their Use in Homer*, was published by the Notre Dame University Press in 1904. The same year the Rev. James Joseph Trahey, C.S.C. (AB Notre Dame, 1899) received a PhD for his *De Nominibus et Verbis Ennodii Hieronymique inter se Collatis*, which compared the diction of Jerome and Ennodius of Pavia. This work was also published by Notre Dame University Press in 1904 under the title *De Sermone Ennodiano Hieronymi Sermone in Comparationem Adhibito*. Both men returned to Notre Dame, whose faculty they joined.

In 1905, after some lobbying by his supporters and intimations that he might return to Johns Hopkins, Dr. Bolling was named to a newly endowed position, the Margaret H. Gardiner Chair of Greek and Sanskrit, and so became full professor.<sup>7</sup> The following year the Department of Sanskrit was separated from the Department of Comparative Philology, with Bolling heading both. Two more dissertations were written during this period, also by members of the Congregation of the Holy Cross. In 1906 (at the age of 20) the Rev. Jean-Baptiste Étienne DeLaunay, C.S.C. (Bachelier-ès-Lettres, Sorbonne, 1902) completed a dissertation on *Tertullian and his Apologetics*, published in 1914 by the University of Notre Dame Press. In 1910 the Rev. Charles Louis Dorémus, C.S.C. (AB, Notre Dame,

1906) produced a dissertation on *Word Formation in the De Statu Animae of Claudianus Mamertus*, which apparently was not published. Both men joined the faculty of Notre Dame upon graduation.

In 1913 George Bolling left CUA to take up a fellowship at Johns Hopkins University, which he left in 1914 for Ohio State. At his departure, the Department of Sanskrit was eliminated; Comparative Philology was taken over by the Rev. James Aloysius Geary (AB Holy Cross, 1903) of the Department of Keltic Language and Literature. To fill the vacancy in Greek, Dr. John Bartholomew O'Connor (1864-1918) joined the university in the fall of 1913. A graduate of Rochester University (AB, 1897), he had taught at numerous secondary schools and studied at the American School at Athens (1901-02), where he would have met Fr. Quinn. In 1908 he received his PhD from Princeton University. His dissertation, *Chapters in the History of Actors and Acting in Ancient Greece*, was published by the University of Chicago Press. Between 1908 and 1913 he taught at Adelphi University in Brooklyn. Under him and Maguire eight more dissertations were produced, including, in 1917, the first two by women: *Consolations of Death in Ancient Greek Literature* by Sr. Mary Evaristus Moran, S.C. (AB University of London, 1910; AM Dalhousie University, 1915) and *The Nurse in Greek Life* by Sr. Mary Rosaria Gorman, S.C. (AB, AM Catholic Sisters College, CUA, 1914, 1915). Both women belonged to the Sisters of Charity of Halifax, Nova Scotia.

When Fr. Maguire died in 1916 no successor was appointed to head the Latin department. Dr. O'Connor died in October, 1918, leaving both classical departments without a professor. Instruction in Latin and Greek was continued by the Rev. Patrick Aloysius Collis (STB St. Charles Seminary, 1912; AM CUA, 1912) and the Rev. Thomas Joseph McGourty (AB, AM Mt. St. Marys College, 1899, 1901), both of whom had recently completed their doctorates at the University. It was at this point, as he himself recalls in his *Memoirs of the Catholic University of America, 1918-1960* (Boston, 1962), that Dr. Roy Joseph Deferrari (1890-1969) was hired, in December 1918, to take over the departments of Greek and of Latin. Shortly after this the separate departments were united into a single Department of Greek and Latin. A sign of what was to come appears in "Greek and Latin at the University," *Catholic University Bulletin* 26 (1920), 61-64. In this description of the new department and its curriculum, Deferrari wrote, "The University aims to give a thorough training in the methods of careful study, and to have ultimately in its conspectus all that is best from Homer through the floruit of ancient Christian literature."

--Dr. William E. Klingshirn

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<sup>1</sup> *Who Was Who in America*, vol. 1 (Chicago, 1896), 1004.

<sup>2</sup> Louis E. Lord, *A History of the American School of Classical Studies at Athens* (Cambridge, Mass., 1947), 72, 388.

<sup>3</sup> Further details of his life and career can be found in the *Biographical Dictionary of North American Classicists*, ed. Ward W. Briggs, Jr. (Westport, Conn., 1994), 51-52.

<sup>4</sup> Peter E. Hogan, *The Catholic University of America, 1896-1903: The Rectorship of Thomas J. Conaty*, (Washington, DC, 1949), 104-7.

<sup>5</sup> A brief biography can be found in *The American Catholic Who's Who*, ed. G. P. Curtis (St. Louis, 1911), 386-87.

<sup>6</sup> *De Verborum in Livianis Orationibus Collocatione*.

<sup>7</sup> Colman J. Barry, *The Catholic University of America, 1903-1909: The Rectorship of Denis J. O'Connell* (Washington, DC, 1950), 167-68.

<sup>8</sup> Gildersleeve's letter of recommendation for him can be found in *The Letters of Basil Lanneau Gildersleeve*, ed. Ward W. Briggs, Jr. (Baltimore and London, 1987), 315-16.

# FACILITIES, RESOURCES, AND CONTACT INFORMATION

The Department of Greek and Latin is located in historic McMahon Hall, at the heart of the CUA campus. McMahon, dedicated in 1895, was the second building constructed following the foundation of the university, and serves simultaneously as an administrative and an academic center, housing offices, computer labs, and classrooms, as well as the university post office. It looks out directly over the university's central green space, where Commencement is held each year, and faces towards the Basilica of the National Shrine of the Immaculate Conception. Only a two-minute walk away from both Mullen Library and the Przybyla Student Center, and a five-minute walk away from CUA's Metro stop, McMahon is a convenient and hospitable academic "home" for students and faculty alike. On a clear day, the dome of the US Capitol can be seen from the campus, a reminder of our special location in the nation's capital.

The department occupies Room 308, which is actually a suite incorporating faculty offices, student and faculty mailboxes, administrative space, a student computing terminal, and a small departmental library for quiet study and for student and faculty research. Most departmental courses meet in McMahon classrooms 304, 312, and 316, which are all clustered together at the same end of the hallway.

Other research resources to which members of the department have access include an extensive slide collection (currently undergoing conversion to digital format) that contains images of ancient sites, monuments, and artifacts; and a small collection of antiquities, including pottery, stone and glass vessels, and terracottas, ranging in date from the Bronze Age to the Roman Empire. These objects are often employed as teaching tools, and, as most of them remain unpublished, they also serve as useful potential subjects for original undergraduate senior thesis projects.

The department also enjoys a special, demarcated Greek and Latin Reading Room on the third floor of CUA's Mullen Library. The Reading Room, which is open to all Mullen users, houses a select collection of essential research resources for ancient studies, including holdings in linguistics, textual criticism, literature, ancient history, papyrology, epigraphy, numismatics, archaeology, and art.

The department's contact information is as follows:

Department of Greek and Latin  
McMahon Hall, Room 308  
The Catholic University of America  
620 Michigan Ave., NE  
Washington, DC 20064

phone: (202) 319-5216  
fax: (202) 319-5297  
general email: [cua-greek-latin@cua.edu](mailto:cua-greek-latin@cua.edu)  
website: <http://greeklatin.cua.edu>

All faculty members can be reached directly through the department.

## DEPARTMENTAL FACULTY

**William E. Klingshirn** (AB, Holy Cross, 1977; PhD, Stanford, 1985), ordinary professor, is the author of *Caesarius of Arles: The Making of a Christian Community in Late Antique Gaul* (Cambridge, 1994) and *Caesarius of Arles: Life, Testament, Letters* (Liverpool, 1994). With Mark Vessey, he edited *The Limits of Ancient Christianity: Essays on Late Antique Thought and Culture in Honor of R. A. Markus* (Ann Arbor, 1999), and with Linda Safran *The Early Christian Book* (Washington, DC, 2007). His current research is focused on diviners in the Roman empire, and especially on the nature of their expertise and their place in urban society. Recent articles include: "Defining the *Sortes Sanctorum*: Gibbon, Du Cange, and Early Christian Lot Divination," *Journal of Early Christian Studies* 10 (2002): 77-130; "Isidore of Seville's Taxonomy of Magicians and Diviners" *Traditio* 58 (2003): 59-90; "Divination and the Disciplines of Knowledge according to Augustine," in *Augustine and the Disciplines: From Cassiciacum to Confessions*, ed. Karla Pollmann and Mark Vessey (Oxford, 2005), 113-40; and "Christian Divination in Late Roman Gaul: the *Sortes Sangallenses*," in *Mantikê: Studies in Ancient Divination*, ed. Sarah Iles Johnston and Peter T. Struck (Leiden, 2005), 99-128. Professor Klingshirn has received fellowships from the National Endowment for the Humanities (1988-89; 2006-07) and the American Council of Learned Societies (2000-01). He is past president of the Classical Association of the Atlantic States (CAAS) and a member of the editorial committee of *Translated Texts for Historians*. A CUA faculty member since 1985, he has taught a wide range of courses in classics, ancient history, Latin, Greek, early Christianity, and late antiquity, regularly participates in the Christian Tradition sequence of the Honors Program, and serves as an Associate Director of the Center for the Study of Early Christianity.

**Frank A. C. Mantello** (BA, MA, Manitoba, 1965, 1967; MA, PhD, Centre for Medieval Studies, Toronto, 1970, 1977), ordinary professor, Margaret Gardiner Scholar, and visiting professor at the Medieval Institute, University of Notre Dame, has been a member of the CUA faculty since 1979. He is a medievalist and co-editor (with A. G. Rigg) of *Medieval Latin: An Introduction and Bibliographical Guide* (Washington, 1996; repr. 1999). His other published work has usually focused on editions of medieval Latin texts--especially the writings of Robert Grosseteste, bishop of Lincoln (1235-53)--which have been published in *Mediaeval Studies* (v. 36: 144-59; v. 47: 367-78; v. 53: 89-123), *Franciscan Studies* (v. 39: 165-79), *The Journal of Theological Studies* (n.s., v. 36: 118-28), *Revue Bénédictine* (v. 96: 125-68), *Recherches de théologie ancienne et médiévale* (v. 54: 52-112), *Viator* (v. 18: 253-73), and the *Toronto Medieval Latin Texts* series (v. 14). Other articles have appeared in *Speculum* (v. 54: 100-103), *The Catholic Historical Review* (v. 70: 581-86), *Scriptorium* (v. 39: 102-105), *Revue d'histoire des textes* (v. 10: 57-75), *Classical Outlook* (v. 72: 126-29), and *A Distinct Voice: Medieval Studies in Honor of Leonard E. Boyle, O.P.*, ed. J. Brown and W. Stoneman (1977). He has just completed a translation of the Latin letter collection of Robert Grosseteste. Professor Mantello has also served as research associate for *CANTUS: A Database for Gregorian Chant* and is currently an editorial adviser for *The Electronic Grosseteste* and a member of the editorial board of the series, *Medieval Continuation of the Fathers of the Church*, published by CUA Press. Before coming to CUA he was a research associate and Izaak Walton Killam Post-Doctoral Research Scholar at the Pontifical Institute of Mediaeval Studies, Toronto. He has received a fellowship (1985) and several research grants (1989-91, 1992-93, 1995) from the National Endowment for the Humanities. He teaches a wide range of courses in classical and medieval Latin and in manuscript studies (paleography, codicology, textual criticism).



**William McCarthy** (BA, Maryland, 1971; MA, Ohio State, 1978; PhD, CUA, 1984), associate professor, is a specialist in Greek and Latin literature, with an emphasis on the relationship of late antique and patristic literature to its classical models. His articles on Propertius and Prudentius have been published in *Hermes* (v. 109: 196-206), *Vigiliae Christianae* (v. 36: 282-86), and *Classica et Mediaevalia* (v. 40: 213-25); other publications include contributions to *Festschriften* for R. Meyer (*Diakonia*, Washington, 1986) and T. Halton (*Nova et Vetera*, Washington, 1998), as well as *Rhizoterion*, a hypertextual computer program (Duke University Press, 1992). Dr. McCarthy's current research projects focus centrally upon rhetoric, broadly defined: in addition to his ongoing work on the homiletics of John Chrysostom and the reception of Hellenistic poetics by Gregory Nazianzus, he is also engaged in the study of the visual rhetoric of early and modern cinema and its indebtedness to the literary rhetorical patterns established in classical antiquity, and regularly presents at interdisciplinary conferences focused on both literature and film. He also bears a long-term interest in the application of new technologies to the study of literature. Dr. McCarthy held a university fellowship at Ohio State and a Hochwald endowment fellowship at CUA during his graduate studies before being named adjunct assistant professor in 1984, assistant professor in 1985, and associate professor in 1991. Within the Department of Greek and Latin, he teaches upper-level reading courses in both languages, as well as regularly offering a course entitled "Progress and Literacy in the Ancient World" for the CUA Honors Program.

**John Petruccione** (BA, Dartmouth, Classics, 1972; MA, Oxford, Theology, 1974; PhD, Michigan, Classical Studies, 1985), associate professor, is the founding editor and editorial director of the Library of Early Christianity (LEC), a series published by the CUA Press which produces scholarly editions of early Christian texts in the original languages with facing English translations. He was also the editor of *Nova et Vetera: Patristic Studies in Honor Of Thomas Patrick Halton* (CUA Press, 1998). His publications include articles on the martyr hymns of Prudentius in *Sacris Erudiri* and *Vigiliae Christianae*, among others; and an *editio minor* of Theodoret of Cyr, *The Questions on the Octateuch*, soon to appear as the first and second volumes of the LEC, on which he has collaborated with Robert C. Hill. Dr. Petruccione is currently editing several traditions of the medieval glosses on Prudentius' *Peristephanon*. He has been the recipient of a Mellon Fellowship in Post-Classical Humanities at the American Academy in Rome and a Margo Tytus Fellowship at the University of Cincinnati, and was recently awarded a Fulbright Research Fellowship for 2007-08. A member of the CUA faculty since 1985, he has taught courses in both languages at all levels, as well as courses in Greek and Latin classical and patristic literature.

**Sabine Albersmeier** (PhD, Trier, Germany, 1998), adjunct associate professor, is Associate Curator of Ancient Art at The Walters Art Museum in Baltimore, responsible for the Greek and Roman collection. Her dissertation on female statues of the Ptolemaic period was published as *Untersuchungen zu den Frauenstatuen des ptolemäischen Ägypten*, *Aegyptiaca Treverensia* 10 (Mainz, 2002). She curated the traveling exhibition "Bedazzled – 5,000 Years of Jewelry from the Walters Art Museum" and will publish a highlights guide for the Greek collection at the Walters in fall 2009. She is currently working on a special exhibition for 2009 on the various concepts of Heroes in ancient Greece. Recent articles include: "Das Isisgewand der Ptolemäerinnen. Herkunft, Form und Funktion," in *Fremdheit – Eigenheit. Ägypten, Griechenland und Rom – Austausch und Verständnis*, *Städelsches Jahrbuch N.F. 19* (Frankfurt, 2004), 421-32, ed. P.C. Bol, G. Kaminski, and C. Maderna; "Zu zwei Kanopen des Badischen Landesmuseums Karlsruhe – Aus zwei mach drei," *Jahrbuch der Staatlichen Kunstsammlungen Baden-Württembergs* 37 (2000), 7-18, and contributions to the exhibition catalogue *Ägypten-Griechenland-Rom. Abwehr und Berührung*, *Städelsches Kunstinstitut and Städtische Galerie* (Frankfurt, 2005) 252-7, 310-14. Before coming to the Walters

in 2003, she worked for four years at the Baden State Museum in Karlsruhe, Germany, as a research curator for their Egyptian collection (catalogue forthcoming). With Susanne Erbeling, she edited the exhibition catalogue “Im Labyrinth des Minos. Kreta – die erste europäische Hochkultur” (2001), and curated the exhibition “The Myth of Tutankhamun” (on the Egyptomania of the 18<sup>th</sup>-20<sup>th</sup> centuries) in 2002. She has been teaching courses in Greek, Roman, and Egyptian art and archaeology and ancient daily life at CUA since 2004, and was named adjunct associate professor in fall 2006.

**Sarah Brown Ferrario** (BSOF, Indiana, 1996; MPhil, Oxford, 1998; MA, Princeton, 2001; PhD, Princeton, 2006), assistant professor of Greek and Latin, is a specialist in Greek history and literature, particularly of the fifth and fourth centuries BC. Her recent publications include “Replaying *Antigone*: Changing Patterns of Public and Private Commemoration at Athens c. 440-350,” in *Antigone’s Answer: Essays on Death and Burial in Classical Athens*, ed. Cynthia Patterson (Lubbock, TX, 2006), and projects associated with the reception of ancient literature, particularly Greek tragedy, into opera (in *Classical World* and *Didaskalia*). Dr. Ferrario was also the translator and librettist for The *Oresteia* Project, which set all three dramas of Aeschylus’ *Oresteia* as new one-act operas in English (performed at CUA in 2001, 2003, 2004, and 2006). She is currently at work on a book tentatively entitled *Athens the Great? The Ascendancy of the Individual in Classical Greek Historical Thought*, as well as a project on the relationships between Xenophon and Thucydides. Dr. Ferrario has been a Marshall Scholar at Oxford (1996-98), a Fulbright Scholar in Greece during her year as a Regular Member of the American School of Classical Studies at Athens (2001-02), a Graduate Prize Fellow of the University Center for Human Values at Princeton (2003-04), and a Dolores Zohrab Liebmann Fellow (2004-05). She has taught courses in ancient languages and literatures at CUA since 2002, was named visiting assistant professor in 2005, and was appointed assistant professor in fall 2006.

# LANGUAGE PLACEMENT GUIDELINES AND PROCEDURES

To fulfill CUA's undergraduate language requirement by completing courses in Greek or Latin (or to begin a major or minor in the Department of Greek and Latin), you must be placed in a course that is appropriate for you based on your prior knowledge and experience.

Incoming freshmen who select Latin to fulfill their language requirement or who are majoring or minoring in this department are typically placed in either Latin 101 (Elementary Latin 1) or Latin 103 (Intermediate Latin 1). You should select between these two courses based on the guidelines presented below. Please note that the contents of the "Frequently Asked Questions" are summarized and reiterated in the tables which follow them. Information on Greek placement is also contained in both the FAQs and the charts.

If you believe, no later than the end of the first week of classes, that your language placement is incorrect, i.e., that the course in which you have enrolled is too easy or too difficult, please contact the undergraduate adviser of the Department of Greek and Latin (cua-greek-latin@cua.edu; (202) 319-5216). The adviser will discuss your options with you, arrange for you to take the department's placement examination as needed, and help you to make whatever schedule changes are necessary.

## Frequently-Asked Questions about Language Placement

You may use these questions together with the freshman language placement charts which follow them to help you determine the right Latin and Greek courses for your level of experience.

**What course should I enroll in if I have never before studied Greek or Latin but now wish to study one of these languages to satisfy CUA's language requirement?**

Enroll in Greek 101 or Latin 101.

**I studied Greek (either koine/Biblical or classical) in high school or privately and wish to continue my study of this language at CUA. What Greek course should I enroll in?**

Please contact the departmental undergraduate adviser, who will determine on the basis of an interview and the department's Greek placement exam which Greek course would be appropriate for you.

**I took the Advanced Placement (AP) Latin Examination, received a grade of 5, and have requested that my score be sent to CUA. What Latin course should I enroll in?**

You are not required to take any further foreign language courses at CUA. If, however, you wish to continue your study of Latin at CUA, you should contact the departmental undergraduate adviser for further information and advice.

**I took the Advanced Placement (AP) Latin Examination, received a grade of 4, and have requested that my score be sent to CUA. What Latin course should I enroll in?**

Enroll in Latin 103.

**I took the SAT II Language Test in Latin and have requested that my score be sent to CUA. What Latin course should I enroll in?**

If you received a grade of 700 or above, you are not required to take any further foreign language courses at CUA. If, however, you wish to continue your study of Latin at CUA, please contact the departmental undergraduate adviser for further information and advice. If your SAT II Latin grade was below 700, you should enroll in the course recommended for your score range:

**Latin SAT II under 600:** Latin 101

**Latin SAT II 610-690:** Latin 103

**I studied Latin in high school or privately for one or more years but am not affected by the guidelines described above. What Latin course should I enroll in?**

Enroll in Latin 101. If you believe that your Latin is sufficiently strong that you should be placed in Latin 103, you may take the departmental Latin placement exam and be placed based on your results.

**I intend to major in Classics or in Latin and Classical Humanities. What Greek and/or Latin courses should I enroll in?**

Please contact the departmental undergraduate adviser for further information after you have read through the freshman language placement charts. You will probably want (and need) to take more than one course in the department at a time, and it is the responsibility of the undergraduate adviser to assist with your selections.

**I intend to major in Classical Civilization. What Greek and/or Latin courses should I enroll in?**

If you wish to fulfill CUA's language requirement by completing courses in Greek or Latin, please contact the departmental undergraduate adviser, for further information and guidance after you have read through the freshman language placement charts. If you wish to fulfill CUA's language requirement by completing courses in a modern foreign language (Spanish, French, Italian, German, etc.) please contact the Department of Modern Languages for information about course selection. Students who major in Classical Civilization are strongly encouraged, but are not required, to fulfill CUA's foreign language requirement by completing either Greek or Latin courses.

# SUMMARY CHARTS OF LANGUAGE PLACEMENT GUIDELINES AND PROCEDURES

The following charts summarize the department's language placement guidelines.

<b>LATIN</b>	
<b>If you have:</b>	<b>Enroll in:</b>
No prior study	Latin 101
A 3 or below on any AP Latin exam, with or without the score reported to CUA	Latin 101
A 4 on any AP Latin exam with the score reported to CUA	Latin 103
A 5 on any AP Latin exam with the score reported to CUA	EXEMPT/ CONSULT
A score below 600 on the SAT II Latin Test	Latin 101
A score of 610-690 on the SAT II Latin Test with the score reported to CUA	Latin 103
A score of 700 or above on the SAT II Latin test with the score reported to CUA	EXEMPT/ CONSULT
Prior formal study with none of the above test scores available as stated	CONSULT/ TEST
Prior self-study	CONSULT/ TEST

<b>GREEK</b>	
<b>If you have:</b>	<b>Enroll in:</b>
No prior study	Greek 101
Prior formal study of <i>koine</i> or Biblical Greek	CONSULT/ TEST
Prior formal study of classical Greek	CONSULT/ TEST
Prior self-study	CONSULT/ TEST

- EXEMPT means that your test scores have fulfilled the CUA language requirement and you are not required to take any additional language courses at CUA unless your major or minor requires it or unless you wish to do so.

- CONSULT means that as soon as possible you should consult the undergraduate adviser of the Department of Greek and Latin (cua-greek-latin@cua.edu; (202) 319-5216), to ensure proper placement in your next language course.

- TEST means that you should also take the departmental placement test in this language if you wish to seek entry to a course above the beginning (101) level.

# PREPARATION GUIDES FOR DEPARTMENTAL LANGUAGE PLACEMENT EXAMINATIONS IN GREEK AND IN LATIN

## Classical (Attic) Greek

The Department of Greek and Latin at CUA administers a placement examination in classical Attic Greek only. Students who have studied *koine* (also known in some contexts as “Biblical” or “New Testament”) Greek for one or more semesters may choose to take the examination in order to assess their preparation for, and proper placement in, the department’s classical Greek courses, but should be aware that the exam’s vocabulary, and the forms and constructions tested, are those of the classical era.

The examination is three hours long, and you may use a copy of H. G. Liddell and R. Scott, *An Intermediate Greek-English Lexicon* (Oxford University Press, ISBN 0199102066), throughout. A copy of this lexicon will be lent to you for the test if you do not bring your own. No other aids are permitted. Many students may not have time to complete the entire assessment; you should aim to progress through as much of it as possible in three hours. The examination itself is in four parts, ascending in order of difficulty and complexity. The first three parts consist entirely of multiple-choice questions; the fourth part requires written responses.

Part 1 (30 questions) tests morphology by presenting questions about parts of speech, agreement, forms, and the completion of analogies. Part 2 (30 questions) asks you to select the correct word or word-form to complete a brief sentence, or to choose the correct translation of a given sentence from a series of multiple-choice options. Part 3 (20 questions total) presents two short (c. 10 half-lines) prose passages for reading comprehension and then asks 10 questions about grammatical forms and the content of each passage. Part 4 (translation + 10 parsing/syntactical questions) presents two passages for translation, one prose (c. 8 half-lines) and one poetry (c. 8 lines), and then asks 10 parsing or syntactical questions, for which you must provide written responses, based upon those passages.

The textbook that is best representative of departmental standards for those elements of morphology and syntax tested on this placement examination is H. Hansen and G. Quinn, *Greek: An Intensive Course*, 2<sup>nd</sup> rev. ed. (Fordham University Press; ISBN 0823216632). This text is employed in all departmental courses in elementary Greek (GR 101-102, GR 509), and is recommended for review and preparation for the exam.

Your exam will be graded by a member of the departmental faculty, and your placement evaluation communicated to you via email. There are several possible placement outcomes (P/F = pass/fail):

- Enroll in GR 101.
- Enroll in GR 103.
- Enroll in a specified course above the GR 104 level.

Please note that undergraduates are not permitted to “sit out” GR 101 or 103 and then take GR 102 or 104 in the following semester. The department’s summer intensive elementary Greek course, GR 509 (= GR 101-102) and summer introductory reading course, GR 510, may be appropriate substitutions for some curricular tracks; please consult the undergraduate adviser for more information on these options.

## Classical Latin

The department of Greek and Latin at CUA administers a placement examination in classical Latin only. Students who have studied Biblical or medieval (also known in some contexts as “ecclesiastical” or “Christian”) Latin for one or more semesters may choose to take the examination in order to assess their preparation for, and proper placement in, the department’s classical Latin courses, but should be aware that the exam’s vocabulary, and the forms and constructions tested, are those of the classical era.

The examination is three hours long, and you may use a copy of C. T. Lewis, *An Elementary Latin Dictionary* (Oxford University Press; ISBN 0199102058), throughout. A copy of this lexicon will be lent to you for the test if you do not bring your own. No other aids are permitted. Many students may not have time to complete the entire assessment; you should aim to progress through as much of it as possible in three hours. The examination itself is in five parts, ascending in order of difficulty and complexity. The first four parts consist entirely of multiple-choice questions; the fifth part requires written English translations.

Part 1 (30 questions) tests morphology by presenting questions about parts of speech, agreement, forms, and the completion of analogies. Part 2 (30 questions) asks you to select the correct word or word-form to complete a simple sentence. Part 3 (20 questions) asks you to choose the correct translation of a given complex sentence from a series of multiple-choice options. Part 4 (20 questions total) presents two short (c. 12-13 lines) prose passages for reading comprehension and then asks 10 questions about the grammatical forms and content of each passage. Part 5 presents two brief passages for translation into English, one prose (5 lines) and one poetry (6 lines).

The textbook that is best representative of departmental standards for those elements of morphology and syntax tested on this placement examination is F. L. Moreland and R. M. Fleischer, *Latin: An Intensive Course* (University of California Press; ISBN 0520027469). This text is employed in all departmental courses in elementary Latin (LAT 101-102, LAT 509) and is recommended for review and preparation for the exam.

Your exam will be graded by a member of the departmental faculty, and your placement evaluation communicated to you via e-mail. There are several possible placement outcomes (P/F = pass/fail):

### Undergraduate students

- Enroll in LAT 101.
- Enroll in LAT 103.
- Enroll in a specified course above the LAT 104 level.

### Graduate students

- Enroll in LAT 509.
- Enroll in LAT 510.
- Audit or enroll P/F in LAT 103, then enroll in LAT 510.
- Enroll in a specified course above the LAT 510 level.

Please note that undergraduates are not permitted to “sit out” LAT 101 or 103 and then take LAT 102 or 104 in the following semester. The department’s summer intensive elementary Latin course, LAT 509 (= LAT 101-102) and summer introductory reading course, LAT 510, may be appropriate substitutions for some curricular tracks; please consult the undergraduate adviser for more information about these options.

## ADVISING

Advisers are very important figures in the pursuit of a degree, but the amount of good advice and useful assistance that they can provide is dependent upon the formation of an effective partnership between student and adviser. (On expectations and responsibilities inherent in the adviser-student relationship, see the *Advising Handbook of the School of Arts and Sciences*.)

All majors in the Department of Greek and Latin are *required* (and all minors are strongly encouraged) to meet with the undergraduate adviser at least once per semester in order to select courses for the following term, assess progress, discuss departmental assessments (senior comprehensive examinations, senior thesis), address any particular needs or difficulties, and ask questions. The undergraduate adviser can also assist in planning for (e.g.) the pursuit of additional majors or minors, study abroad, or future professional goals.

If you are a major, in addition to keeping your regular semester advising appointment, you may also be summoned to meet with the undergraduate adviser at other times, particularly if academic difficulties are detected. You are, of course, expected to respond promptly to requests for such an appointment.

If you are interested in a career in classics, and particularly if you wish to pursue graduate study in the field (whether in ancient literature, ancient history, or archaeology), you should inform the undergraduate adviser or another faculty member of those goals as soon as possible, so that you can receive assistance in planning the strongest possible course of preparation. Language study is required for admission to *all* graduate work in classical studies (even archaeology), and so, even if the ancient languages are not required for your current major program, you should plan to study both Greek and Latin. Consult the members of the faculty--and the section on "Preparing for Graduate Study" later in this handbook for more information on what to expect from the graduate school application process.



# MAJOR PROGRAMS

The Department of Greek and Latin provides students with opportunities to study the world of antiquity and to acquire a broad perspective for understanding the formative Greek and Roman eras within the context of Western civilization. It offers courses in Greek and Latin language and literature and in various aspects of classical culture. Our students are encouraged to pursue an interdisciplinary approach and to cross the limits of traditional subjects. In their search for an intimate understanding of the Greeks and Romans and their societies, specialists will wish to read and study what the ancients wrote as they wrote it. But students who are interested in Western culture and its foundations in the classical world are encouraged to avail themselves of those departmental courses that do not presuppose or require knowledge of either Greek or Latin. These “non-language” courses, called “Classics” courses, make use of modern translations of basic writings and documents to permit majors and non-majors to study classical literature, mythology, history, art, and culture.

The department’s majors have been designed not only to provide excellent preparation for a professional career, but also to meet the needs of students who wish to work toward graduate degrees in the field of classical studies. These students value their mastering at the undergraduate level of one or both of the Western world’s most influential languages and literatures. Also highly regarded are the habits of firm, critical judgment, precise and articulate expression, and intelligent, responsible reflection that derive from the careful study of the sources of our Western literary, philosophical and artistic civilization.

**The department has three programs for majors.** The first, called **Classics**, consists of six or seven courses in Greek beyond the 102 level, six or seven courses in Latin beyond the 102 level, four courses in ancient history and art history, and the senior thesis course.

The second major, **Latin and Classical Humanities**, consists of seven courses in Latin beyond the 102 level, four courses in ancient history and art history, two courses in classical mythology and in Greek Literature in Translation, and the senior thesis course. For students who wish to pursue careers as high school Latin teachers, the program in Latin and Classical Humanities may be combined with a minor in Secondary Education offered by CUA’s Department of Education.

The department’s third program, **Classical Civilization**, consists of 12 courses in Classics and related fields. Required courses include classical mythology, Greek art and architecture, Roman art and architecture, two courses in ancient history, Greek literature in translation, Latin literature in translation, and the senior thesis course. Elective courses may be taken in classics or in Greek or Latin beyond the 102 level, but *students need not study either ancient language*. Selected courses from other departments including courses in ancient philosophy, early Christianity, art history and anthropology may also be counted as electives in the program.

To be accepted as a major in Classics (Greek and Latin), a prospective junior must have completed at least GR 101-104 and LAT 101-104 or the equivalent. To be accepted as a major in Latin and Classical Humanities, a prospective junior must have completed at least LAT 101-104 or the equivalent. To be accepted as a major in Classical Civilization, a prospective junior must have completed at least three of the following courses: CLAS 205, 206, 211, 312, 313, 317, 318. In all three programs, students are required to have a 2.5 GPA in all department courses and a 2.0 GPA in their other courses. Departmental majors must in their senior year write a research paper (the senior

thesis) and take a written translation examination (Classics and Latin/Classical Humanities majors) or a short-essay examination on classical literature and history (Classical Civilization majors).

### **BA in Classics (Greek and Latin)**

In this program students read classical texts in both Greek and Latin. The program consists of six or seven courses in Greek above the 102 level, six or seven in Latin above the 102 level, two in prose composition, two in ancient history, and two in Classical art and architecture. It requires that students master a reading list of selected primary works in both languages, sit for translation exams, and complete a senior thesis.

#### **Recommended sequence of courses**

**Freshman Year:** LAT 103, 104; GR 101, 102  
**Sophomore Year:** LAT 511, GR 103, 104; CLAS 205, 206  
**Junior Year:** Two Latin electives; GR 511; two GR electives; CLAS 317, 318  
**Senior Year:** LAT 465; GR 465; one Latin or Greek elective; CLAS 425-426

<b>List of Courses Required for the Classics Major</b>		
<b>1</b>	LAT 103	CLAS 205 (listed under Social Science distribution requirement)
<b>2</b>	LAT 104	CLAS 206 (listed under Social Science distribution requirement)
<b>3</b>	LAT 465	
<b>4</b>	LAT 511	
<b>5</b>	LAT ELECTIVE	CLAS 317 (listed under Humanities distribution requirement)
<b>6</b>	LAT ELECTIVE	CLAS 318 (listed under Humanities distribution requirement)
<b>7</b>	GR 103	
<b>8</b>	GR 104	
<b>9</b>	GR 465	
<b>10</b>	GR 511	
<b>11</b>	GR ELECTIVE	
<b>12</b>	GR ELECTIVE	
<b>13</b>	LAT OR GR ELECTIVE	
<b>14</b>	CLAS 425 (1 credit)	
<b>15</b>	CLAS 426 (2 credits)	
+ PASSING GRADES ON TRANSLATION EXAMS IN GREEK AND LATIN AND ON SENIOR THESIS		

## BA in Latin and Classical Humanities

This program requires competence in Latin and selected areas of Roman civilization, including works of art, as well as mastery of a reading list of specific primary works in Latin. Majors seeking to earn certification as high school teachers may wish to combine this program with a minor in Secondary Education, available through CUA's Department of Education.

### Recommended sequence of courses

<b>Freshman Year:</b>	LAT 103, 104; CLAS 211
<b>Sophomore Year:</b>	LAT 511, one Latin elective; CLAS 205, 206
<b>Junior Year:</b>	One Latin elective; CLAS 317, 318
<b>Senior Year:</b>	One Latin elective; CLAS 425-426

<b>List of Courses Required for the Latin and Classical Humanities Major</b>	
<b>1</b>	LAT 103
<b>2</b>	LAT 104
<b>3</b>	LAT 465
<b>4</b>	LAT 511
<b>5</b>	LAT ELECTIVE
<b>6</b>	LAT ELECTIVE
<b>7</b>	LAT ELECTIVE
<b>8</b>	CLAS 205
<b>9</b>	CLAS 206
<b>10</b>	CLAS 211
<b>11</b>	CLAS 312
<b>12</b>	CLAS 317
<b>13</b>	CLAS 318
<b>14</b>	CLAS 425 (1 credit)
<b>15</b>	CLAS 426 (2 credits)
+ PASSING GRADES ON TRANSLATION EXAM IN LATIN AND ON SENIOR THESIS	

## BA in Classical Civilization

This interdisciplinary program allows non-language majors the opportunity to study Classical civilization without focusing on learning Greek or Latin. Students take core courses in Greek and Latin literature in translation, ancient history, art history, and mythology, and relevant electives in the Department of Greek and Latin and in other departments and schools of the University. They may also take courses in Greek or Latin language. Like the other two departmental majors, the major in Classical Civilization requires completion of a senior thesis.

### Recommended sequence of courses

<b>Freshman Year:</b>	CLAS 211, 205, 206
<b>Sophomore Year:</b>	CLAS 317, 318
<b>Junior Year:</b>	CLAS 312, 313; two Classics electives
<b>Senior Year:</b>	two Classics electives; CLAS 425-426

<b>List of Courses Required for the Classical Civilization Major</b>	
<b>1</b>	CLAS 205
<b>2</b>	CLAS 206
<b>3</b>	CLAS 211
<b>4</b>	CLAS 312
<b>5</b>	CLAS 313
<b>6</b>	CLAS 317
<b>7</b>	CLAS 318
<b>8</b>	CLAS 425 (1 credit)
<b>9</b>	CLAS 426 (2 credits)
<b>10</b>	APPROVED ELECTIVE
<b>11</b>	APPROVED ELECTIVE
<b>12</b>	APPROVED ELECTIVE
<b>13</b>	APPROVED ELECTIVE*
+ PASSING GRADES ON SHORT-ESSAY EXAM IN CLASSICAL CIVILIZATION AND ON SENIOR THESIS	

\* Up to three of the four electives may be GR or LAT courses beyond 102.

## MINOR PROGRAMS

The Department of Greek and Latin offers three undergraduate minors, in **Greek, Latin, and Classical Civilization**. A minor may begin with a student's completing the CUA language requirement in Latin or Greek (LAT 103-104 and GR 103-104 courses count towards their respective minors), but it need not commence that way.

### **Required courses for the minor in Greek**

GR 103, GR 104, four other courses in Greek beyond the 104 level.

### **Required courses for the minor in Latin**

LAT 103, LAT 104, four other courses in Latin beyond the 104 level.

### **Required courses for the minor in Classical Civilization**

Any six approved courses chosen after consultation with the undergraduate adviser from among the "Classics" courses of the department; one or two Greek and/or Latin courses beyond the 102 level may be substituted for one or two of the Classics courses.

## MINORING OUTSIDE THE DEPARTMENT

Majors in the Department of Greek and Latin, particularly majors in Classical Civilization, are encouraged to use their distribution courses to form coherent minors in related subject areas. These minors add additional strength and documented "expertise" to the BA degree, and can be used to profile a student's strengths and interests for potential employers or graduate programs.

Some common external minors for departmental majors in recent years have included philosophy, theology, history, anthropology, art history, and modern foreign languages; however, students have also minored in music and completed the pre-medical course sequence. The undergraduate adviser assists in the selection and assembly of minor programs. Current CUA minors and their course requirements are listed under departmental and program headings in the CUA *Undergraduate Announcements*.

# DEPARTMENTAL 'CORE' COURSES AND COURSE DESCRIPTIONS

The courses listed below are *only those 'core' courses that are explicitly required of departmental majors or minors*. A wide variety of other courses are offered each semester both in the ancient languages and in classical civilization, and majors and minors may choose from those as well according to the guidelines of their respective programs. In particular, upper-level language course offerings change each semester and vary according to the interests of both faculty and students; consult the department for a list of these classes.

In all listings below, please note that the abbreviation "cr" refers to university "credit hours."

## **CLAS 205: History of the Ancient Mediterranean I (3 cr)**

Surveys the ancient Mediterranean world from the eighth through first centuries BC. Discusses the history of Greece, Rome, Carthage, and neighboring regions, including Persia, Israel, Egypt, and the Celtic lands. Analyzes the spread of Greek culture and the growth of the Roman Empire in a Mediterranean context. Focuses on economic, social, and political themes. Readings consist of primary and secondary sources, with emphasis on critical interpretation.

## **CLAS 206: History of the Ancient Mediterranean II (3 cr)**

Surveys the ancient Mediterranean world from the first through eighth centuries AD. Concentrates on the Roman Empire and its breakup into successor states after the fifth century. Includes discussion of neighboring regions north of the Danube and east of the Euphrates. Focuses on economic, social, and political themes. Readings consist of primary and secondary sources, with emphasis on critical interpretation.

## **CLAS 211: Greek and Roman Mythology (3 cr)**

The myths of the Greeks and Romans convey ideas about the divine and the human and the interaction of the two. Investigates creation myths, the divinities and heroes, and such major myth cycles as the Trojan War within their historical and ritual contexts and in terms of their literary and artistic formulations and expressions.

## **CLAS 312: Greek Literature in Translation (3 cr)**

Close reading and study of important works of Greek poetry and prose (read in English) in their historical setting, with an examination of their influence on the Western literary tradition.

## **CLAS 313: Roman Literature in Translation (3 cr)**

Close reading and study of important works of Roman poetry and prose (read in English) in their historical setting, with an examination of their influence on the Western literary tradition.

## **CLAS 317: Greek Art and Architecture (3 cr)**

Surveys the art, architecture, and archaeology of Greece from its Minoan and Mycenaean antecedents through the late Hellenistic era. Readings and slide lectures/discussions emphasize the relationship of the arts to their broader cultural context and introduce a variety of art-historical methods. Major themes include the political and historical functions of art, self-definition and the Other, and the role of style in the construction of meaning.

**CLAS 318: Roman Art and Architecture (3 cr)**

Surveys the art and archaeology of the Roman Empire from its Etruscan origins until the age of Constantine. Examines city planning, architecture, sculpture, painting, and the decorative arts in Rome and its provinces in the context of political and cultural developments. Special emphasis on Roman identities--individual, gendered, social, civic, and cultural--and their effects on and reflections in art.

**CLAS 425: Senior Tutorial (1 cr)**

This one-credit course, taken independently with the senior thesis adviser in the first semester of the senior year, will familiarize students with the resources available for research in Classics, Latin, and Classical Civilization. Students will develop the topic and bibliography of the senior research paper required for graduation.

**CLAS 426: Senior Thesis (2 cr)**

A two-credit course taken independently with the senior thesis adviser in the second semester of senior year to complete the required research paper.

**GR 101: Elementary Greek I (3 cr)**

First course in a two-semester sequence giving intensive grounding in the forms, vocabulary, and syntax of Attic Greek; frequent exercises in reading and writing Greek.

**GR 102: Elementary Greek II (3 cr)**

Second course in a two-semester sequence giving intensive grounding in the forms, vocabulary, and syntax of Attic Greek; frequent exercises in reading and writing Greek.

**GR 103: Intermediate Greek I (3 cr)**

Careful readings of Attic or Atticizing prose to build on the basics of syntax and grammar acquired in 101-102. In conjunction with the goal of increasing mechanical competency (recognition of forms, etc.), some attention to the ways in which prose persuades, informs, educates, and entertains through the careful choice and arrangement of words and thoughts.

**GR 104: Intermediate Greek II (3 cr)**

Careful readings of Homeric poetry to build on the basics of syntax and grammar acquired in 101-102. In conjunction with the goal of increasing mechanical competency (recognition of forms, etc.), some attention to the ways in which poetry persuades, informs, educates, and entertains through the careful choice and arrangement of words and thoughts.

**GR 465: Senior Seminar (3 cr)**

Reading and study of selected texts in Greek and English against the background of a rapid survey of the history of ancient Greek literature.

**GR 511: Greek Prose Composition (3 cr)**

An accelerated review of Greek grammar and syntax, and an introduction to the composition of Greek prose.

**LAT 101: Elementary Latin I (3 cr)**

First course in a two-semester sequence giving intensive grounding in forms, vocabulary, and syntax; frequent exercises in reading and writing Latin.

**LAT 102: Elementary Latin II (3 cr)**

Second course in a two-semester sequence giving intensive grounding in forms, vocabulary, and syntax; frequent exercises in reading and writing Latin.

**LAT 103: Intermediate Latin I (3 cr)**

A continuation of LAT 102 or 509 that provides an introduction to Latin prose and poetry, with emphasis on the close reading, translation, study and discussion of representative texts and attention to their characteristic language, syntax, and style. The course also features continued review of the grammatical principles of Latin and expansion of vocabulary.

**LAT 104: Intermediate Latin II (3 cr)**

A continuation of LAT 103, with emphasis on the close reading, translation, study, and discussion of representative texts and attention to their characteristic language, syntax, and style. The course also features continued review of the grammatical principles of Latin and expansion of vocabulary.

**LAT 465: Senior Seminar (3 cr)**

Reading and study of selected texts in Latin and English against the background of a rapid survey of the history of Roman literature.

**LAT 511: Latin Prose Composition (3 cr)**

An accelerated review of Latin grammar and syntax, and an introduction to the composition of Latin prose.



# STUDY ABROAD OPPORTUNITIES

Study abroad is particularly recommended for classicists, given the field's professional emphasis upon the languages, literatures, and cultures which originated in the Mediterranean world. Undergraduate majors in the department frequently travel overseas for a semester or for part of a summer to pursue their studies: the most popular destinations tend to be Italy, Greece, and England. Some beginning information about selected programs in these countries is offered here, but the CUA Study Abroad Office can provide more and offer detailed assistance.

All students interested in study abroad should also consult with the CUA Office of Financial Aid to explore the effect which overseas study will have on aid arrangements and personal costs.

## **CUA Study Abroad academic requirements (quoted from the Study Abroad Office)**

“The eligibility requirements for Study Abroad programs are set in order to best prepare students for a semester abroad, as well as for their return to CUA following the program. These requirements are as follows:

- Semester abroad must take place during junior year
- 3.0 cumulative GPA
- Declared major
- Completed English composition requirement
- Completed foreign language requirement
- Must be in good disciplinary standing\*

\*Good disciplinary standing is defined as follows: the student 1) is not currently on non-academic probationary status (disciplinary probation or deferred suspension) with the University and/or 2) does not have a significant judicial history.

Students who do not meet the eligibility requirements for Study Abroad Programs may petition the Assistant Dean of Study Abroad for permission to participate. Petition forms are available in the Study Abroad Office.

It is imperative the students meet with their adviser to discuss studying abroad. The adviser's signature is required on the application.”

## **Semester programs (during the academic year)**

### **Programs affiliated with CUA**

CUA has its own university program in **Rome**, is affiliated with the **College Year in Athens** program, and is also a member institution of **The Center for Medieval and Renaissance Studies (CMRS, Oxford, England)**. The CUA Study Abroad Office provides much more detailed information about these programs than it is possible to reproduce here; the office also facilitates applications to the programs themselves.

Jointly operated by CUA and DePaul University (Chicago), the Rome program offers intensive study of the Italian language and a variety of humanities classes taught in English. It generally also provides at least one course each semester (and often two courses) related to the study of the ancient world.

College Year in Athens offers yearlong, semester, and summer programs. The CYA curriculum focuses upon ancient, Byzantine, and modern Greece and the Mediterranean world, with a wide variety of courses offered in such subject areas as languages, literatures, mythology, archaeology, history, and art, enriched by site visits and field trips.

In general, admission to the CMRS program in Oxford through CUA is limited to members of the CUA Honors Program. CMRS also admits applicants separately, but there are financial implications to this arrangement: consult the CUA Study Abroad Office for details.

Classicists do not necessarily have to study in the Mediterranean or in England. CUA also has programs in a wide variety of other countries, and the Study Abroad Office functions as a clearinghouse for information and applications to these programs as well.

### **Programs not directly affiliated with CUA**

Not all student needs and interests may necessarily be best accommodated by CUA-affiliated study abroad programs. An undergraduate in good standing who meets the academic requirements for study abroad may attend any program which he or she wishes, provided that it is in turn affiliated with an accredited US university which will issue a transcript, or that it involves direct enrollment in a foreign university. Students who wish to exercise this option will need to complete a two-step process: firstly, they must have their proposal for transfer credit from the program approved; and secondly, they must apply for a Leave of Absence for Overseas Study from the Dean of Students. (Information on these procedures is available from the CUA Study Abroad Office.)

The Department of Greek and Latin offers this material for informational purposes only, and cannot vouch for the accuracy of the program summaries presented here, or for the conditions abroad on any of the programs themselves. You, the student, must retain the responsibility for a happy, healthy, and productive study abroad experience. Always ask as many questions as necessary to arrive at the information you need, make certain to follow the particular directions provided by the institutions and programs to which you are applying, and consult before, during, and after your stay overseas with the CUA Study Abroad Office.

The faculty of the department are always available to advise you in your search for an appropriate program and in planning its relationship to your academic career. Feel free to consult us about these or any other programs, and make sure to look carefully at a given program's website for scholarships.

### **Semester program (during the academic year)**

#### **The Intercollegiate Center for Classical Studies in Rome (the "Centro")**

The Centro, founded in Rome in 1965, is located near the Janiculum (Gianicolo) Hill, south of the Vatican. It features a curriculum geared almost exclusively towards the study of the ancient world and the intellectual development of classicists. Its program is a single semester in length, and approximately 30 undergraduates are in residence each term. All students take a double course

(roughly equal to 6 credit hours at CUA) entitled “The Ancient City,” which focuses on the history, art, and archaeology of ancient Rome, taught both in the classroom and on site; all students also take at least one course in Latin or Greek. Two week-long trips to other areas of Italy (such as Campania, the region of Naples, or Sicily) also form part of the “Ancient City” syllabus.

For more information, consult the Centro’s website at [http://www.aas.duke.edu/study\\_abroad/iccs/index.php](http://www.aas.duke.edu/study_abroad/iccs/index.php).

### **Summer programs (outside of the academic year)**

Summer study abroad is an attractive option for many undergraduates. It often provides an intensive, condensed experience over the course of several (generally two to seven) weeks; it can (in the case of non-CUA programs) complement the regular pursuit of the CUA degree during the academic year without requiring the procurement of a leave of absence; and, in many cases, it need not provide a student with highly specific transfer credits (as a semester program generally must) in order to assist in the timely progression towards graduation.

As with all study abroad proposals, however, summer study abroad should be discussed with and approved by the undergraduate adviser well in advance, particularly if you want or need to transfer credit for such summer study back to CUA. (The Study Abroad Office provides guidance on credit transfers, and approval for this must be gained in advance.)

Two major options are the summer programs of the American Academy in Rome and of the American School of Classical Studies at Athens. Both programs last approximately 6-7 weeks, are competitive for entry, include both graduate students and undergraduates, and demand serious academic commitment, personal maturity, and good physical stamina (due to the Mediterranean heat, the amount of hiking and climbing to ancient sites, and the amount of standing in museums). Both of these programs provide strong preparation for graduate study in classics, but neither actually awards formal academic credit, since the American Academy and the American School are advanced institutions for scholarly research, not universities. For students interested in formal academic credit, the summer program of the College Year in Athens is also available (cf. above and consult the CYA website at <http://www.cyathens.org/>).

### **The American Academy in Rome Classical Summer School**

The Classical Summer School, which is designed for classicists at the graduate or advanced undergraduate levels and for teachers of high school, is centered upon the American Academy in Rome. Its 20 or so students are housed at the Centro, i.e. the Intercollegiate Center for Classical Studies in Rome (cf. above). The Summer School focuses upon the study of primary sources, both literary and material, which enhance scholarly understanding of the ancient city of Rome and its region. Archaeology, art, and architecture are studied through site and museum visits both within and outside Rome: major Etruscan and Roman sites visited outside the city often include (e.g.) Palestrina, Gabbii, the Alban Hills, Ostia, Cerveteri, Tarquinia, and Veii.

For more information, consult the AAR-CSS website at <http://www.aarome.org/summer/css/>.

### **The American School of Classical Studies at Athens Summer Sessions**

The American School runs two Summer Sessions per year, each enrolling 20 students, all of whom are housed at the American School’s residence, Loring Hall, in the Kolonaki neighborhood of

Athens. The academic program, which is designed for classicists at the graduate or advanced undergraduate levels and for teachers of high school, consists of on-site and museum study both in Athens and on three extended trips (approximately one week each) to other regions of Greece, such as Crete, the Peloponnese, and the northeast. Student 'members' of the sessions each prepare two major site reports as part of their academic work.

For more information, consult the ASCSA website at <http://www.ascsa.edu.gr/>.

### **CUA Spring Break Programs**

The Department of Greek and Latin has recently initiated a new series of overseas trips during spring break. It is anticipated that the first trip, to Greece in spring 2008, with visits to Athens, Corinth, Nauplion, Mycenae, Epidauros, and Delphi, will be followed by other itineraries to Italy and to other places of interest in Greece in the future. Preference in selection for departmental spring break trips is extended to undergraduate majors, graduate students, and undergraduate minors in the Department of Greek and Latin who meet the other qualifications for study abroad (cf. the beginning of this section).

Students who are members of the CUA Honors Program also have the option of participating in that program's spring break trips abroad.

### **Excavations**

Working as a member of an archaeological excavation offers a different type of study abroad experience for the student of classics. It presents the opportunity to learn about this important area of the discipline firsthand, in a way that cannot be experienced in the classroom, and offers hands-on training in the identification, analysis, and interpretation of ancient artifacts. In return, excavating demands physical stamina, flexibility in the acceptance of living conditions, long work hours, and the willingness to forsake extensive personal travel in return for the chance to share in the discovery of new things and the acquisition of new knowledge.

There are many archaeological excavations which accept undergraduate student 'volunteers'; nearly all of them charge fees for room and board, and some for participation as well. Some excavations are archaeological 'field schools' which offer organized and purposeful training in investigative, recording, and interpretive techniques; others more closely emphasize the direct operation of the excavation itself.

The best way to begin finding information on excavations which students can join is via the Archaeological Fieldwork Opportunities Bulletin, a publication produced yearly by the Archaeological Institute of America. The AFOB is also now online--and searchable--at <http://www.archaeological.org/webinfo.php?page=10015>. It is, however, by no means a complete listing of all of the opportunities available.

In all cases, students interested in excavation opportunities should consult faculty members and enlist their assistance in researching projects. The Department of Greek and Latin recommends that students, particularly those excavating for the first time, affiliate with field schools or excavations run by US universities.

Excavations in Greece and Italy take place only during the summertime, when the official fieldwork 'seasons' are opened by their respective governments. Not all sites excavate actively in a given year; sometimes a "study season," during which artifacts are examined, records updated, and research conducted, is declared. Be certain to check that the activities in which you want to be involved are actually taking place!

### **The Athenian Agora**

One major excavation which is generally not listed in the AFOB (the Archaeological Fieldwork Opportunities Bulletin, <http://www.archaeological.org/webinfo.php?page=10015>) is that of the ancient Agora in downtown Athens, one of the few excavations which does not charge for participation. The 40 volunteer positions on this excavation are competitive for acceptance, and classicists are preferred over non-classicists, graduate students over undergraduates, students able to stay for the full 8-week season over those who need to leave earlier. Volunteers are housed in the CYA (College Year in Athens; cf. above) apartments in the Kolonaki neighborhood of Athens.

For more information, consult the Agora website for volunteers at <http://www.agathe.gr/bulletin.html>.

# MORPHOLOGY AND VOCABULARY OF THE ANCIENT LANGUAGES: STUDY RECOMMENDATIONS

“Morphology” is the technical term used to refer to the inflected word-forms of the ancient languages, such as the declension of nouns and the conjugation of verbs. Two sets of “morphology tests,” one in Latin and one in Greek, are employed from time to time in some departmental classes to track a student’s mastery of forms. The tests consist of one hundred questions each; most of the questions are multiple-choice and the remainder ask for brief written responses. The roles of these tests within a course are determined solely by the course instructor.

Most Classics or Latin majors will therefore likely encounter the morphology tests in several different contexts during their CUA careers: they are frequently used, for example, in the prose composition courses. The forms which are examined on the tests can be studied and reviewed in a variety of ways according to the recommendations of faculty members. Two useful handbooks for advanced undergraduates are H. W. Smyth, *Greek Grammar* (Harvard University Press) and Anne Mahoney, *Allen and Greenough’s New Latin Grammar* (Focus Press); for more junior students, Greek can be approached through H. Hansen and G. Quinn, *Greek: An Intensive Course*, 2<sup>nd</sup> rev. ed. (Fordham University Press), and Latin through F. L. Moreland and R. M. Fleischer, *Latin: An Intensive Course* (University of California Press). F. M. Wheelock, rev. R. A. La Fleur, *Wheelock’s Latin*, 6<sup>th</sup> rev. ed. (HarperCollins Publishers) may also be helpful, particularly on i-stem nouns of the 3<sup>rd</sup> declension.

The vocabulary employed on the morphology tests is drawn from two major word-lists: for Greek, J. R. Cheadle, *Basic Greek Vocabulary* (Focus Press) and for Latin, J. Wilson and C. Parsons, *Basic Latin Vocabulary* (Duckworth Publishing). Classics and Latin majors are encouraged to acquire copies of these lists early in their studies and to begin working through them, as command of these vocabularies is an invaluable foundation for courses that focus on reading and translating ancient texts.

# SENIOR COMPREHENSIVE ASSESSMENTS

The graduation requirements of the School of Arts and Sciences at CUA include a “senior comprehensive assessment” at the time of the completion of the major, and this assessment must be passed in order for a student to graduate and receive his or her degree (see the *Advising Handbook of the School of Arts and Sciences*).

In the Department of Greek and Latin, this assessment has **two parts**: a **senior comprehensive examination** and a **senior thesis**. The “senior comps” exams differ according to a student’s degree program and are described below under the appropriate headings. Comps are administered twice every spring semester, once in January and once in March. All students are *strongly encouraged* to attempt comps in January to allow for a possible retake in March, if necessary.

To learn more about “senior comps,” read on; to learn more about the senior thesis, turn to the next section of this handbook.

## BA in Classics (Greek and Latin) or BA in Latin and Classical Humanities

Departmental majors in **Classics** and in **Latin and Classical Humanities** complete a comprehensive examination in *translation* only. Those in Classics take written translation examinations in both Greek and Latin (two separate examinations, three hours each, in each of the ancient languages; candidates must choose two of three poetry selections and two of three prose passages). Seniors in the Latin and Classical Humanities program take a three-hour written translation examination in Latin only, selecting two of three poetry passages and two of three prose passages. Previous examinations are available for consultation in the department, and sample passages in each language follow this page.

The preparation for these translation examinations is accomplished through the mastery of the departmental undergraduate reading lists. These are as follows:

### Undergraduate Reading Lists

#### Greek

Euripides, *Medea*  
Homer, *Iliad* 6  
Lysias 12  
Plato, *Apology*  
Thucydides 2.34-46, 5.84-116

#### Latin

Cicero, *Pro Archia*  
Catullus 1-11  
Horace, *Odes* 1  
Livy 1.1-17, 1.49-57  
Ovid, *Metamorphoses* 1  
Vergil, *Aeneid* 6

Recommendations concerning specific editions of these texts are available from the members of the faculty; as with any translation assessment, the best way to prepare is by reading the texts carefully and thoroughly (ideally more than once), and by combining a good grasp of the wider content with a firm knowledge of forms and vocabulary.

## **Sample Senior Comprehensive Translation Passages in Greek and Latin**

Below are reproduced four passages, one in prose and one in poetry in each language, of a scope, scale, and difficulty similar to those selected for the senior comprehensive exams.



## BA in Classical Civilization

Departmental majors in **Classical Civilization** take a three-hour written examination on the history and literature of the ancient world, based upon a set list of primary and secondary sources (all to be read in English). The *primary* sources are the *Iliad* and the *Odyssey*, Vergil's *Aeneid*, and Augustine's *Confessions*; the *secondary* sources include a scholarly commentary on each of the four works and a one-volume history of the ancient Mediterranean world. On the examination, students will respond to five required short-answer questions by writing approximately five sentences for each, and then select and answer fifteen additional short-answer questions from a list of twenty-five. Some guidance and instructions for examination preparation, a detailed bibliography, and some sample examination questions appear below.

### I. Introduction, dates, and deadlines

In order to prepare for the senior comprehensive examination in Classical Civilization, you will need the following:

1. **This guidance description**, which contains directions, bibliography, and some study suggestions;
2. **Access to the books listed in the bibliography** (under item **IV**, below);
3. **Sample examination questions**, which appear at the conclusion of this guidance description (under item **VI**, below).

The senior comprehensive examination in Classical Civilization is given twice every spring semester, once in January and once in March. It is *strongly* recommended that you take the exam in January to allow for a possible retake in March, if necessary.

### II. Examination format

The departmental description of the senior comprehensive examination in Classical Civilization appears above.

In short, it means that your exam, when you receive it, will contain 30 short-answer questions, each of which needs a response of about 5 sentences in length. Five questions out of these 30 will be mandatory, i.e. you will be required to answer them. Once you have finished these, you will be allowed to select 15 out of the remaining 25 questions for yourself.

When you turn in your exam, therefore, it will have 20 answers on it. Each answer will be graded on a 5-point scale, for a total of 100 available points for the entire exam. A passing mark on this exam is considered to be 70 points or higher.

If you have any questions about the exam format, please consult the undergraduate adviser or another faculty member.

### III. Preparation instructions

The short-answer questions that comprise the senior comprehensive examination in Classical Civilization will be drawn *exclusively* from 9 assigned books: 4 works of ancient literature (read in

English), 4 short scholarly commentaries upon those works, and one academic history of the ancient Mediterranean world. These 9 books are listed in the bibliography under item **IV**, below.

In order to prepare for this exam, read all of the ancient literature deeply and thoroughly, even if you have read it before (it is likely that you will have already encountered most, if not all, of these works in whole or in part), and study the literature *in light of the interpretations presented in the scholarly commentaries*. Study the presentation of ancient history in Winks/Mattern-Parkes, paying particular attention to the terms in italics and boldface. There are some additional recommendations for study methodologies under item **V**, below.

#### **IV. Bibliography**

These are the books that are employed by the department to compile the exam and to which you will need access in order to study. You may choose to consult them in the departmental library or to purchase your own copies.

##### **Literature**

*The Iliad of Homer*. Trans. with an introd. by Richmond Lattimore. Chicago: University of Chicago Press, 1951.

*The Odyssey of Homer*. Trans. with an introd. by Richmond Lattimore. New York: Harper & Row, 1967.

*The Aeneid of Virgil*. A verse translation by Allen Mandelbaum. Berkeley: University of California Press, 1971.

*Saint Augustine: Confessions*. Trans. with an introd. and notes by Henry Chadwick. Oxford and New York: Oxford University Press, 1991.

##### **Commentary**

Silk, M. S. *Homer: The Iliad*. 2<sup>nd</sup> ed. Cambridge and New York: Cambridge University Press, 2004.

Griffin, Jasper. *Homer: The Odyssey*. 2<sup>nd</sup> ed. Cambridge and New York: Cambridge University Press, 2004.

Gransden, K. W. *Virgil: The Aeneid*. 2<sup>nd</sup> ed. by S. J. Harrison. Cambridge and New York: Cambridge University Press, 2004.

Clark, Gillian. *Augustine: The Confessions*. Exeter: Bristol Phoenix Press, 2005.

##### **History**

Winks, Robin W., and Susan P. Mattern-Parkes. *The Ancient Mediterranean World: From the Stone Age to AD 600*. New York and Oxford: Oxford University Press, 2004.

#### **V. Study suggestions**

Here is one possible way to prepare for this exam:

1. Look at the sample questions below in order to gain a sense of the exam's expectations.

2. Skim through Winks/Mattern-Parkes thoroughly but quickly, becoming acquainted with its version of ancient history. Mark sections whose contents may be unfamiliar to you, so that you can return to them later.
3. Read the sections of Winks/Mattern-Parkes which are relevant to the study of Homer and take notes.
4. Read the commentary (Silk) on the *Iliad* and take notes.
5. Read the *Iliad*, take notes, and compare the contents of the *Iliad* with Silk's commentary.
6. Repeat steps 3. through 6. for the remainder of the ancient literature and commentaries.
7. Read Winks/Mattern-Parkes thoroughly and take notes, paying particular attention to the sections you marked earlier.
8. Compile your notes, review important material, and write answers to some practice questions as the exam approaches.

Here are some more general suggestions to assist you in your preparations:

1. Start early and *make a plan or schedule*. Even the spring of your junior year is not too soon to begin; the summer before your senior year is also an ideal time to complete much of the work. Take your own usual study habits into consideration, and plot out when you plan to complete each step of the task. Revise your schedule continually as you work.
2. Pay particular attention to highlighted terminology (e.g., words in section headings, words in italics or boldface, Greek or Latin names for objects, genres, and concepts, etc.), which provides good material for the kinds of questions you will be asked.
3. Take notes. Even if your notes are not the most complete or detailed ones, they are still *your* notes and they will help you. If you are continuing on in your academic studies, good notes will be something you can also re-use in the future.
4. Practice answering sample questions throughout your study process to make certain that you are preparing properly and to see what kind of progress you are making.
5. Interact with others. Have a few study sessions with classmates or discuss your preparations with your thesis adviser.

If you have any additional questions about the exam as you continue to prepare for it, please consult the undergraduate adviser or another faculty member.

## **VI. Sample examination questions**

### **Greek history, to 323 BC**

1. Describe two possible explanations for the end of the Bronze Age in the Mediterranean world, and the evidence used to support these explanations.
2. What are some problems with trying to use Plato's writings to study the precise teachings of the historical Socrates?

### **Hellenistic and Roman history, after 323 BC**

1. Describe the Roman system of personal patronage.
2. Apart from defending the empire, what else did the Roman army do?

### **Greek literature**

1. Describe the worldview of the typical 'Homeric hero' in the *Iliad*. What are some of his priorities in life?
2. How does the *Odyssey* define domestic happiness?

### **Latin literature**

1. Describe the part played in the *Aeneid* by one of the following goddesses: Venus, Diana, Juno.
2. What did the books of the Platonists teach Augustine about evil?

# SENIOR THESIS

## Choosing an Adviser and a Topic

As part of the “comprehensive assessment” required of all CUA seniors, the Department of Greek and Latin requires not only a senior comprehensive examination but also a senior thesis, i.e., a major research paper. The preparation of your thesis will last throughout your senior year, and you will have the support not only of the department as a whole, but also of your thesis adviser.

During your junior year, you should read the guidelines and expectations in the section below and begin considering which areas of classics are of greatest interest to you. Remember that you will be spending an entire academic year on the research and writing of your thesis, and your chosen topic should therefore be one that will not only pique your curiosity but also hold your attention.

You might start by asking yourself some basic questions: Are you more interested in Greece or Rome? Do you enjoy the study and analysis of the languages themselves, of literature, of ancient history, of archaeology and art? What historical periods have held the most appeal for you, and why? Even if at this point you have only managed to narrow your topic to “Latin poetry” or “Classical Greek art,” you have made a good beginning.

At this stage you should consider with which faculty member you might like to pursue your thesis work. Every senior in the Department of Greek and Latin selects a thesis adviser who helps the student to refine his or her topic, set parameters for research, solve problems, formulate goals for writing, and polish the final product. Your thesis adviser may be, for example, someone who is clearly the departmental “expert” in your chosen area, or a faculty member whose classes you have enjoyed. In any case, you will spend at least one hour with your thesis adviser approximately every two weeks (more at certain times or as the situation calls for it) throughout the academic year.

*It is your responsibility to approach a faculty member and ask him or her to supervise your senior thesis.* You may choose to do this even before the conclusion of your junior year, but you should be prepared to do so in any case by the beginning of your senior year. The Senior Thesis Topic Approval Form (Appendix 2, below) must be completed by you and your new thesis adviser together, and since the form also asks for the proposed subject of your thesis, you and your adviser must work together to shape your topic by the form’s due date (the last day of midterm week of the fall semester).

Refining your general idea of (e.g.) “Latin poetry” or “Classical Greek art” into a viable topic for a senior thesis is not something that you need to undertake alone: your adviser will discuss possibilities with you and help you select a project of the right scope and scale. He or she will also help you plan your first semester’s thesis work, since approximately 10 pages of a well-polished draft must be submitted by the last day of classes of the fall semester.

Read on to learn more about the general requirements and expectations for the senior thesis.

## Senior Thesis Guidelines and Expectations (CLAS 425-426)

*The contents of this section supersede the examples of prior senior theses that have been deposited in the departmental library.*

### **Description**

The senior thesis in the Department of Greek and Latin at CUA is intended to demonstrate a student's capacity for independent work and research. While it need not break new ground in the field at large, the thesis should display the following characteristics:

- It should possess a clearly defined topic appropriate to its level, scope, and scale (see below). Topics that are too general will not permit the demonstration of more advanced research skills.
- It should contain, topic permitting, a coherent argument that arrives at a plausible conclusion.
- It should show engagement with a varied selection of the major research tools and resources of the discipline (e.g., databases, electronic resources, textual editions, journal articles, etc.). In many cases this requirement will be demonstrated in the references in the notes accompanying the project.
- It should demonstrate original (to the student) analysis of an appropriate selection of primary sources. *It is this requirement, above all, that may set the senior thesis apart from a student's past papers.*
- It should contain translations of all quotations in the ancient languages. At the discretion of the thesis adviser, these translations may either be cited appropriately from other sources or produced by the student.
- It should employ formal academic language and contain, when submitted, no stylistic, grammatical, or typographical errors.

### **Scope**

A senior thesis need not explore its topic at the level of detail that would be expected of a graduate student, but it should at least acknowledge in an organized fashion the major categories of evidence that may be brought to bear on its argument. A faculty adviser may think of a strong thesis as one that could (with significant rewriting) provide a framework for a future graduate-level seminar or research paper.

It is the responsibility of the student and the faculty adviser to select and shape a topic that will be sufficiently narrow to be addressed in the manner described above.

### **Scale**

The senior thesis is to be approximately 6500-7500 words in length, excluding footnotes or endnotes, bibliography, and block quotations. This is equal to approximately 25-30 pages in Times New Roman 12-pt type with 1-inch margins. In all cases where length is assessed, however, the word count will be preferred over the physical presentation.

It is recommended that the student submit a finished draft to the thesis adviser approximately two weeks prior to the formal deadline, so that scale can be assessed.

### **References**

Students are to become familiar with the Chicago/Turabian style required by CUA for references in dissertations and to observe this style when submitting their work for review and evaluation.

**Online examples:**

<http://www.press.uchicago.edu/Misc/Chicago/cmosfaq/tools.html>

All illustrations included in the thesis should be numbered and appropriately acknowledged, preferably in captions immediately above or below them.

**Format and presentation**

When the completed thesis is formally submitted to the department (*on the last day of classes for the semester in which the student is enrolled for CLAS 426*), it must observe the following guidelines:

- All changes and corrections recommended by the thesis adviser must already have been made; the submitted version is considered to be final. *No thesis is to be revised, corrected, or otherwise altered following submission.*
- The left-hand margin of the finished thesis must be at least 1.5 inches wide and the right, top, and bottom margins 1 inch wide to permit the archiving of the department's copy. Cosmetic matters such as font and the arrangement of illustrations are, however, left to the discretion of the thesis adviser.
- The thesis must bear a cover/title page formatted as shown in the appendix to this document.
- The first page of the thesis behind the cover/title page must bear only a 200-word abstract headed by the thesis title and the student's name. The thesis itself must begin on the following page.
- All pages of the thesis behind the cover/title page (including the abstract and bibliography) must be numbered consecutively with Arabic numerals in the upper right corner. No additional headers (e.g., last name) are required or recommended.
- Any illustrations employed must be scanned and incorporated into the electronic version of the thesis (cf. below).
- The thesis must be submitted in two collated copies. One of these should be unbound and submitted unfolded in an envelope; the other may be bound or held together in whatever way the student wishes, bearing in mind that many commercially available "report covers" can be physically inconvenient for readers.
- Along with the thesis, the student must submit a computer diskette or CD-ROM containing an electronic copy which is *identical in every way* to the printed document. The electronic copy may be in word-processor or PDF format.
- Along with the thesis, the student must submit an extra copy of the abstract and of the Submission and Abstract Release Form (a sample Submission and Abstract Release Form follows this handbook as Appendix 4).

**Summary of materials for submission**

Therefore, a complete senior thesis submission will include the following:

- 1 unbound copy of the complete thesis, submitted unfolded in an envelope.
- 1 bound copy of the complete thesis, held together in whatever way you wish.
- 1 electronic copy of the complete thesis (including all illustrations) on diskette or CD-ROM.
- 1 extra copy of the thesis abstract (200 words, headed by the thesis title and the student's name).
- 1 Submission and Abstract Release Form.

**Assessment and archiving**

The thesis will be read and graded by the student's thesis adviser, who will record the thesis mark as the final grade in CLAS 426. The thesis adviser may, at his or her discretion, ask other faculty members to read and consult upon the thesis and its grade.

The unbound copy of the senior thesis (see above) will remain the property of the Department of Greek and Latin and will be archived in the departmental library. The title of the thesis, the name of the student who wrote it, and its abstract may, at the department's discretion, be reproduced in departmental publications, including, but not limited, to brochures, handouts and other publicity materials, and departmental or other CUA websites. The Submission and Abstract Release Form records the student's awareness of this and serves as permission.

A sample senior thesis title page follows this handbook as Appendix 3.



# PREPARING FOR GRADUATE STUDY IN CLASSICS: A BRIEF GUIDE TO THE ADMISSIONS PROCESS

## Disclaimer

A document of this nature will naturally be affected by the opinions and experiences of its compilers. General statements and recommendations are just that: *general*. Your particular situation and/or individual programs which interest you may call for a very different pattern than that outlined below. *Always* ask as many questions as necessary to arrive at the information you need, and make certain to follow above all else the particular directions provided by the institutions and programs to which you are applying. *The information and advice contained within this handbook in no way purport to guarantee desired results in the admissions process.*

## Some Current Trends in Graduate Studies in Classics

### Lengthening timelines

In recent years, the time spent in graduate school (most notably from end of undergraduate to end of PhD) by classics candidates has generally increased. A number of factors have probably contributed to this trend, but two of the most notable ones are the later arrival of classicists to the profession (many graduate students in classics began one or both ancient languages only as undergraduates, or even as MA candidates), and a growing tendency for graduate students to take on substantial teaching loads (whether elective or required) in order to fund their educations and broaden their preparation for the academic job market. Time from end of undergraduate to end of PhD now easily ranges from 7-10 years for candidates planning to seek university positions.

### Intensive language study

Many future classicists, not having had the opportunity to study Latin or (especially) Greek in grammar school or high school, need to work quickly to enhance their abilities in the ancient languages and reach a comfortable reading level. In response to this need, intensive summer language courses in Latin and Greek have been created at universities throughout the country. These summer sessions enroll both undergraduate and graduate (the latter usually MA-level) classicists, and aid in accelerating the learning process--provided that students continue working and reading on their own without stopping once the courses are over.

Future classicists are also sometimes discovering at the conclusion of their undergraduate years that they need (most frequently) more language study or perhaps some work in ancient history or archaeology prior to entering the graduate programs of their choice. One-year postbaccalaureate programs (or 'postbacs') at certain institutions have been designed to answer this challenge. At a 'postbac,' a student who has just completed a bachelor's degree can spend an additional year earning a certificate of study and/or (more importantly) preparing for admission to more competitive graduate schools. Some postbac programs have special seminars just for their members, but more often, postbac students pay a flat fee for their tuition (generally somewhat reduced from standard university tuition, since no degree-seeking is involved) and are permitted to register for whatever courses on offer fit their levels and needs. While a postbac can be a perfect solution for accelerated work, it can also create advising challenges, since postbac students will actually need to spend their first semester *applying* to the very graduate schools they are studying to enter.

Even if these situations do not apply to you now, they will inevitably have an impact on your future if you are seeking a professional life in academia. You will likely teach and advise students in accelerated or postbaccalaureate programs at some point in your career, and so it is in your interest to familiarize yourself early with the needs which these initiatives are seeking to meet.

### **The ‘prerequisite’ MA**

This is perhaps one of the most confusing situations at work in the humanities graduate school market today. Quite a number of PhD programs in classics, including those at the most competitive institutions, award an MA in the midst of an integrated (and unalterable) course of study. To a student researching these programs, it therefore frequently sounds as if these institutions are expecting (or at least inviting) admission straight after the completion of a BA. Sometimes this is indeed true.

But sometimes this is not the case. At many of the most competitive programs, entering students, despite the fact that they will earn an MA while in residence, often already have a master’s degree from another institution, or a second bachelor’s degree from (e.g.) Great Britain or Germany, or at least a postbac year. Having only a BA when you apply to one of these programs can compromise your chances for a competitive fellowship package, or even just your basic chances for admission.

So how do you discover whether there is essentially a ‘hidden’ prerequisite like this in place at the programs you are interested in? One tactful way to do this is to ask about the profiles of recent entering classes. Have new graduate students in the past few years generally arrived with only a BA in hand, or with additional advanced study to their credit? Would a faculty member be willing to discuss the compatibility of your level of educational experience with recent admissions trends during a campus visit? What courses or endeavors might you be able to undertake during this application year which might, even while they are in progress, help to strengthen your application? (Modern languages are often particularly relevant here.)

And what do you ultimately do about this situation? If you get the impression that many of the programs you want to attend would really prefer that you have another master’s degree before entering, this does not mean that you cannot put together the best possible application packet and seek admission now. It does, however, mean that you should take special care to have some backup plans in place. Try to add to your list some institutions which offer terminal MA degrees, and apply for those as well. That way if your first-choice program believes you are not quite ready yet, you can attend one of the MA schools for two years, make yourself that much more competitive, and reapply.

## **Some Essential Early Considerations**

### **The GRE (Graduate Record Examination)**

Many, if not most, graduate programs in classics require scores from the ‘general’ GRE (there is no ‘subject’ GRE for classics or its affiliated fields), a national exam which, like the SAT, is administered by ETS (the Educational Testing Service). Changes in administration and structure in recent years mean that this exam can now be accomplished on somewhat shorter notice. Most of the GRE is now administered on a computer terminal, but *caveat lector*: the newer essay portion of the test means that scores are still not instantly available. Make certain to plan ahead so that your marks will reach the institutions of your choice in time for their respective deadlines.

To receive GRE registration materials, you may be able to consult career counseling offices at your current university, or you may request materials and find other information about the test online at ETS' website, <http://www.gre.org>.

One of the best ways to prepare for the GRE is by taking a practice exam or two, just to get a feel for the length and structure of the test. Up-to-date GRE preparation books are readily available at most major bookstores and websites.

### **Transcripts**

If you have attended more than one institution for your past degree(s), if you have completed substantial work (especially in classics) at an outside school or overseas, or even if you are simply no longer in residence at your former university, gathering the documentation of your prior study may be a longer process than initially anticipated. Spend some time on the internet and/or the telephone to ensure that you know which offices to contact for your transcripts, how much they charge (and how to pay them), and what their anticipated processing time may be.

### **Your *curriculum vitae* (CV)**

Potential graduate programs will want to know the full shape of your academic background after high school. If you have already completed some graduate study, done any teaching in (or outside of) the field, added one or more of the classics-associated modern languages (most notably German, French, Italian, or Modern Greek) to your repertory, studied abroad in the Mediterranean, interned at a museum or archives, or even published something, you will need to provide exact and correct information about your achievements.

One of the best ways to prepare for graduate application-writing, therefore, is to begin assembling a formal academic CV, if you have not already done so. Some useful general guidelines for a CV in classics can be found at the APA-AIA (American Philological Association-Archaeological Institute of America) website (<http://www.apaclassics.org>). Since these guidelines are for candidates actually seeking academic jobs in classics and classical archaeology, some of their headings may not apply to you or your experiences, but they are a good place to start. Consult with an adviser for some ideas about how to incorporate your other achievements into this basic framework. You may also want to examine the *Placement Book* published by the APA-AIA's Placement Service. This spiral-bound packet contains the CVs of most of the candidates on the classics job market in a given year, and many classics departments own a recent copy. Just paging through the *Placement Book* will probably give you many good ideas for formatting and organizing your own information.

Remember, as you are embarking upon this project, that an academic CV is *not* a resume. It should not contain or highlight the same details which would concern an employer in e.g. the business world. If you have already prepared a business resume, it will be a very useful resource for you as you shape your CV, but it cannot substitute for it. A CV is generally longer than a resume, and focuses most significantly upon academic activities, rather than upon responsibilities held or projects executed within the workplace.

You may not need, want, or be able to enclose your academic CV in every graduate or scholarship application you complete, but many venues will either invite you to do so or not expressly forbid it. If you choose to add a CV to an application which does not ask for it, you can mention it in your cover letter as an additional enclosure for reference or interest.

## Letters of recommendation

Most graduate programs require three letters of recommendation; to be certain that you have enough recommenders for any situation, however, try to plan for four writers if possible (you will probably not need more than this unless you elect to apply for a Rhodes scholarship). You can then divide up the application workload amongst your four recommenders according to their areas of expertise and the particular parts of your own academic career they know best.

A good time to think about potential recommenders is the summer before you begin your applications. Review your recent years of study. Which faculty members did you best connect with? With whom have you taken classes most frequently? Most recently? Who is advising your independent work? Ideally, your recommenders should be instructors who have taught you in more than one course, or worked with you on an especially detailed level, so that they can offer a fuller view of your academic strengths.

Your recommenders to graduate school in classics should ideally *not* be former employers (unless you were doing basically academic work, such as research on behalf of a professor, museum or archive tasks, archaeological excavation, humanities computing, etc.), family friends, local governmental officials, and the like. Nor should they be faculty members, however eminent or famous, who barely know your work. Remember that the admissions committee is attempting to evaluate your potential for success as a future teacher, researcher, and scholar, and select your recommenders accordingly.

Assuming that the guidelines above apply to you, most of your recommenders will probably be college or university faculty members with whom you have worked fairly recently. As such, they will probably be difficult to contact over the summer, when schedules are irregular. Plan to formally ask them to prepare letters for you in early September, when schools are back in session. *The one exception* to this scheduling note occurs if you are considering applying for major overseas fellowships, many of which have preliminary September deadlines. If you are doing these particular applications, you will need to contact your recommenders earlier.

Remember that university faculty members expect to write recommendation letters for students. It is a normal part of their general responsibilities, and they will always tell you in advance if they feel they do not know your work well enough to write for you, or if their schedule will not permit them to get a letter out on time. In return for their effort and their candor, however, you will need to supply some logistical planning to make their jobs as easy as possible.

Ideally, have a list of application destinations (both programs and external scholarships and fellowships) ready when you approach your recommenders. They will then be able to tailor their letters to the needs and interests of the institutions and organizations to which you are applying. Request letters as far in advance as is practical, and tell faculty members up front that you will email a friendly reminder or two as deadline dates approach. Provide your recommenders with the full addresses, contact information, and web addresses of the programs to which their letters need to be sent, and make certain to give them any forms which they need to fill out and enclose. Do not forget to tell recommenders how their letter is to be packaged (signed, sealed, emailed as an attachment, etc.). It is still a thoughtful courtesy to provide pre-addressed and stamped envelopes, as well, although this is of course not necessary in cases where electronic submission is permitted.

It is natural to suppose that the recommendation transaction is completed once the necessary letters are in your hand or in the mail. Many students, however, omit the final and most essential step: do not forget to thank your recommenders (preferably via the always-correct formal handwritten note) *and* to let them know the results of the applications they have supported. Not only is it a courtesy to your recommenders to notify them of your outcomes, but it is also useful to them to know the effects their letters have had upon particular institutions and organizations.

### **Time and expense**

Researching and applying to graduate programs (in classics or in any other field) is a time-consuming, money-consuming, and often emotional process. It is also an endeavor which inevitably takes place at a particularly busy time in a student's life, generally near the conclusion of an earlier degree. As best you can, try to plan ahead for the effort and expense which you are about to undertake.

You will probably need to spend a good deal of time on both the internet and the telephone. Making certain that you have private access to reliable connections will save both time and embarrassment. If at all possible, try to avoid making important calls (e.g. to discuss admissions issues with faculty members) on a cell phone, or giving out a cell number to any professional who may ultimately try to reach you. Dropped connections or difficulty communicating will reflect poorly upon your planning. It is worth the expense of using a land line to be able to hold a calm and professional conversation.

You will need to produce documents and materials which display you and your work at your best. Be prepared to spend the necessary time printing and assembling, whether at home or in a university computer lab. It goes without saying that you will have to follow directions and produce complete and accurate application packets, with all required materials arranged as requested. (This is particularly the case for external scholarship and fellowship programs, which frequently reserve the right to summarily disqualify candidates whose applications are not submitted in the proper format. Often the programs for which this is the case have the most complex application requirements, as well.)

You will inevitably need to transmit materials rapidly. Unless an institution or program explicitly states that it will accept electronic attachments or faxes, you cannot count on being able to submit items instantly at the last moment. Make sure to reserve a certain amount of cash to cover extra Postal Service or overnight service charges, which can frequently mount to a surprisingly high level. To minimize the amount of express mailing you will have to do, take special care to follow up with your recommenders to ensure that they have submitted their letters, and do not hesitate to contact most admissions offices or departmental assistants to inquire about the completion of your application file.

Remember throughout this process that graduate school, as one professor put it, is 'adult education.' Admissions offices which might have been proactive with undergraduate candidates (e.g. notifying them if portions of their applications are missing, or making exceptions to deadlines) will frequently not do the same with potential graduate students. The responsibility for the application and admissions process rests almost solely upon you in a way that it may not have done before. Be prepared to serve as your own administrator and your own advocate.

## The Basic Timeline

All of the dates in this section refer to the academic year prior to the one in which you plan to start a graduate program. For example, if you are projecting starting an MA in September 2026, the dates below apply to the academic year 2025-26, starting with June-August 2025.

Bear in mind that most major graduate programs in the humanities do *not* practice ‘rolling’ admissions; expect firm and specific deadline dates in most contexts. If you wait until spring to begin seeking out programs for the following fall, you have missed most of the opportunities.

- June-August**
- Research programs and make individual lists of questions for each
  - Schedule and study for GRE
  - Track down past transcripts and check on ordering process
  - Put CV in order
  - Make list of potential recommenders
  - Start drafting personal statement
  - Research external scholarships and fellowships and note deadlines
- September**
- Request materials and applications from desired programs
  - Take GRE (to allow time for a later retake if necessary)
  - Contact recommenders and request letters as per application instructions
  - Seek an adviser’s input on personal statement and revise as needed
  - Many major external fellowship applications are due this month
- October**
- Contact programs of interest to ask questions and schedule a visit
  - Schedule travel for self-generated campus visits
  - Take GRE again, if desired
  - Complete personal statement and finish application packets
- November**
- Submit applications, if desired (most deadlines are in December)
  - Visit programs; meet faculty and students (informal interviews)
  - Many other external fellowship applications are due this month
- December**
- Submit applications (most deadlines are this month)
  - Contact programs of interest to ensure applications are complete
- January**
- A few other external fellowship applications are due this month
  - Main ‘application season’ winds down
- January-February**
- Many programs make contact to schedule formal admissions interviews
  - A few early offers may arrive via email or telephone
- February-March**
- Offer time for most major programs; formal letters sent out
- April**
- Commitment time: most classicists select by the end of the month
- May**
- Last commitments finish
  - Financial aid offers are generally fixed

## Evaluating Programs

The internet has completely changed the way prospective students learn about colleges and universities. Some graduate programs do not even stock paper brochures and glossy mailings anymore; instead, they refer inquiries to increasingly sophisticated websites, where information can easily be updated from moment to moment as a program grows.

Although you may think that you are starting ‘cold’ when you begin to research potential programs, you probably already have some relevant ideas and experiences that will help you to narrow the field quickly. Most of the major classics programs in the country are listed in the APA-AIA’s *Guide to Graduate Programs in Classics* (probably owned by your current department, or available online at <http://www.apaclassics.org/Publications/publications.html>; look under “publications produced by the APA Office”), so you can take this directory as a starting point, with the caveat that most of its more specific information (e.g. names of department chairs, specific sub-programs of study) is inevitably out of date. But you will adjust for this in the future with your internet searching.

One helpful way to begin from a long list like this is by accommodating the ‘negatives.’ Eliminate areas of the country where you are unwilling or unable to live (e.g. where a spouse would have no chance of finding employment). Next eliminate institutions which do not offer the specific program or degree in which you are interested (e.g. no terminal MA available, or no program in classical archaeology as opposed to literature). You may need to visit websites or make a few quick telephone calls to administrative assistants to confirm that individual schools do *not*, after all, have what you are looking for. Bear in mind that classical archaeology programs may be located within departments of (e.g.) art or anthropology, ancient history programs within departments of history (as opposed to classics).

At this point your list is probably already fairly short. Now is the time to consult with your current faculty members or other contacts you may have within the field for their recommendations about programs you should examine more closely. A few that you have eliminated may get back onto your list as a result of these conversations. At this point your primary concerns should probably be (although not necessarily in this order): 1) academic strength (will you come out with a well-rounded, intensive degree, with a number of exam credentials and a broad spectrum of coursework and teaching to show? Is the program strong in multiple areas so that your interests can be accommodated if they change?); 2) faculty breadth and depth (does the institution have at least several faculty members whose work is of interest to you and who are recognized outside their institution as making significant contributions to the field? Are there any famously good teachers and mentors on the faculty?); 3) program finances and viability (does the program have access to funding for graduate fellowships, academic travel, and the like? Is the program of a healthy size for the size of the institution? Has there been an entering class every year? Is the program successful in turning out completed PhDs and helping them find employment?); 4) unique program features (is there an interdisciplinary track which interests you? Is there an ongoing excavation to which graduate students have access? Is the program highly prescriptive, or are you allowed to choose your courses with a special degree of freedom?).

Many of these questions will be answered or at least hinted at in conversation with your current instructors; others you will answer yourself by researching actively on the internet. Conventional wisdom frequently suggests that you apply to approximately 5 graduate programs (probably simply because of the time involved), but there is no reason you should not apply to more if you feel that

your situation warrants it. As when you applied to undergraduate institutions, however, remember to place a spectrum of schools on your list. Indulge in one or two 'reach' applications, if you like (filing at schools where your odds of admission may be lower), but try to submit the bulk of your applications to institutions whose students have academic profiles somewhat in line with your own. And do not forget to include at least one graduate version of the proverbial 'safety school,' an institution which you would still be pleased to attend, but whose admissions policies should give you an excellent chance of receiving an offer.

### **Typical Non-Academic Concerns of a Graduate Student**

As you are researching graduate programs, do not forget to take quality-of-life issues into consideration. Not only do you have the right to give some thought to your financial and personal situation, but you *must* do so; by the time you are entering graduate school, you have probably been emancipated from your parents' or guardians' health insurance policy, you are likely financially independent or nearly so, and you may have a spouse or significant other and even children to accommodate for--or will by the time you finish school and begin looking for full-time employment.

Although there are various offices and programs in place at many major universities to deal with 'graduate student life,' family affairs, finances, and the like, your planning should begin the moment you take interest in a given institution. Where in the country is the school located? Can you travel to and from there quickly and easily? What is the cost of living in the town, and how does it relate to the kind of financial aid and fellowships typically offered to graduate students in the humanities? Will you be able to afford your own apartment, or will you need to rent a room or take in multiple roommates? Will the institution's health insurance be sufficient for you, or will you need a supplemental policy? Will you need a car to get around? Is there a job market for your partner, and decent schools for your children, whether you have them or not? (Family circumstances can change in the decade or so you may be in school.) A little advance question-and-answer work during preliminary research and an early campus visit can very quickly give you some ideas about whether you will be able to *live* at a given institution.

Do not forget, in your advance planning, to complete a realistic assessment of the amount of debt you anticipate being able to handle when you leave school. Many graduate students borrow throughout the course of their studies, and are in school for so long that they virtually forget that their loans will be tallied up and become a significant part of their financial lives once they receive their degrees or become unenrolled (i.e. continue to work on their dissertations or schoolwork after the official length of their programs expires. This is *very* common). A loan total which covered only the equivalent of *one year* of tuition and living expenses can easily become the monthly equivalent of an extra car payment (or more) when it comes due, and many newly minted PhDs and their families experience financial hardship as a result of this. It may be in your long-term interests to accept a better financial offer from your second- or third-choice institution rather than borrowing to attend your first choice.

### **Making Initial Contact with Potential Programs**

Once you have narrowed your list down to something less than ten programs, it is time to make contact with them. At the very least, you will need to consult with the graduate admissions office or the administrative section of the department of your interest in order to receive application materials and/or confirm electronic application guidelines. But you should also make a point of asking to speak with the department's director of graduate studies in order to ask some preliminary questions.



The best way to do this is generally to schedule a brief telephone call, rather than peppering the faculty member with questions over email.

This phone call is your opportunity to introduce yourself to the department, to express your interest in the program, to ask some of your questions which are not answerable through web research, to try to get a feel for whether your academic profile is in line with general admissions trends, and perhaps also to set up an informal campus visit, if you already know that your interest in the program is serious.

### **The ‘Informal’ Visit**

Many programs have systems in place for handling what we will consider as ‘informal’ (i.e. not containing required admissions interviews) campus visits, so do not be surprised if you are asked to wait a month or two before coming to campus, or to submit your application before scheduling a visit. Once you are allowed to make this appointment, however, you will probably be directed to work with the administrative assistant or the director of graduate studies to plan a half-day or so at the department. You will almost certainly meet with the graduate director (and you should ask to do so if at all possible), and perhaps with other faculty members who share your general academic interests, as well; you may be able to sit in on a class or seminar; and you will likely be given the opportunity to meet with current students and ask them some questions about their experiences. Under these circumstances, expect to travel at your own expense and cover your own lodging and meals; if the department wishes to make arrangements for you to stay overnight with a current student or to take you out for a coffee, the offer should be made by them, not requested by you.

Informal visits, if permitted (some institutions only have ‘formal,’ i.e. admission-interview, visits available, and these are necessarily by invitation only; cf. below), are an excellent way to gain some preliminary perspective on the academic and social conditions of the department in which you are interested. It goes without saying that you should present yourself throughout this time at your professional best, because you will inevitably be affecting your prospects. Try to maintain a give-and-take in the conversations which are scheduled on your behalf, striking a balance between discussing how you might fit into the program and asking questions about it. Be prepared to share some general ideas about your interests and your future career. Use the graduate students you encounter as resources, and try to make some specific inquiries about the student experience in the department and at the institution. Above all, maintain an open, friendly, and enthusiastic attitude throughout your visit, whether your interest in the school is waxing or waning as time progresses. Many of these people you are meeting will one day be your professional colleagues out in the larger field.

### **The Application Package**

Remember to label every enclosure in your application package with your name and the name of the department or program to which you are applying. A basic graduate school application package will generally consist of a paper or online application form accompanied by an assortment of supplementary materials. The most common of these are discussed here.

## **Cover letter**

Although one is generally not explicitly required, it is always a good idea to begin with a cover letter, if only to announce your application to a specific department or program and list the contents of your package. This will help to ensure that all of your enclosures are noted and processed properly.

A cover letter is also a good place to explain any exceptions which you have negotiated with regard to your particular situation (e.g. 'My third recommender, Professor X, is currently on sabbatical in Country Y, and will be submitting his letter of recommendation (with permission) directly to the Department of Classics, rather than with this application package').

## **GRE scores**

These will need to be sent by ETS directly to the institutions where you are applying. Make sure to request them well in advance of deadlines, as the processing time can be longer than expected and the charges for score reports are even higher when they are rush-ordered. Follow ETS' instructions for requesting these reports (<http://www.ets.org>).

Do not let your GRE scores become a source of undue anxiety as you are preparing your applications. GREs are only one of the many factors which are taken into account when admissions committees make their decisions. Frequently, larger universities will use GRE scores at the schoolwide level for purposes like breaking tied competitions for university fellowships between (e.g.) a historian and a physicist. Individual departments and programs will evaluate them as part of your total profile, not as the sole indicator of your potential.

## **Transcripts**

Some graduate programs prefer to receive transcripts as part of the application package you send in yourself (and they may want them sealed, stamped, signed, etc.); others will want to receive transcripts directly from other institutions. Make certain to follow the individual directions of the programs to which you are applying, and do not forget to order transcripts for work completed at outside institutions if this work is relevant to the graduate program you want to enter.

If your academic record contains any gaps or bumps in the road, e.g. if you took a semester off due to financial constraints or illness, or if you changed schools and worked for a year in between, etc., be prepared to offer an explanation along with your application packet. You can enclose a self-generated letter which is clearly labeled 'Transcript Explanation,' 'Transcript Addendum,' or the like; even better, if pertinent, you can enclose official documentation from your current or recent university (e.g. from a dean of students or the like) explaining your situation.

Transcripts are a significant admissions factor for all graduate programs, and they can represent a good opportunity for you to really shine. If you are interested in going to graduate school in classics, chances are you have a transcript which reflects your enthusiasm. Look over your past courses and grades as you are getting ready to write your personal statement. Are there any trends visible there which may help to define you as a future teacher and scholar? Are there any patterns which are revealing of your special interests within the field? You may want to call attention to these features elsewhere in your application.

## **Letters of recommendation**

Now that you have selected your recommenders, it is your responsibility to see to it that they are able to submit their letters on time. As suggested above, a friendly email as deadline dates approach will

probably be welcome, particularly if you have promised one in advance. You may also wish to offer your recommenders a copy of your current CV, so that they can review your recent achievements and learn more about your other interests as they are writing their letters.

Your recommenders will keep the letters they write for you on file. Once they have submitted one reference, they are often willing to adjust and rework their letters on shorter notice if a sudden opportunity arises for you (e.g. you discover a scholarship on the internet for which you want to apply--and the deadline is 48 hours away).

Letters of recommendation are the portion of your application portfolio over which you have the least control, comparatively speaking: in many cases, you will not even see the envelopes which contain them. However, there are a few ways in which you can help to maximize the potential of this part of your credentials. Cultivate intellectual relationships with faculty members whose classes and ideas interest you. Take multiple classes with the same faculty members so that they can evaluate your work in different contexts. As you are considering recommenders, meet with them in person to talk about your graduate school and career goals. Offer them some samples of work done outside of their classes to skim over, if they like. Provide them with copies of your CV and explain items on it which are particularly important to you. All of these efforts will assist your recommenders in writing you letters which are, above all else, specific to you and to your academic career.

### **Reading lists**

Some programs, particularly when students are entering at the MA level, will request itemized lists of ancient texts studied or read in the original Latin and Greek. It will be to your advantage to begin compiling these lists early, particularly if your experience in the ancient languages is long or extensive. Do not worry about listing specific chapters or sections *unless* they are explicitly requested or are in fairly simple formats: Hdt. 1.1-130 is a reasonably useful indication; the numerous letters and numbers required to cite a passage of Aristotle will be less quickly appreciated by those who skim your lists, and you may do better to refer to percentages of a whole (e.g. “about 10% of each of books 1 and 2 of Plato’s *Republic*”).

### **Writing samples**

Many programs will invite (or more often, require) you to submit samples of past academic work so that departmental admissions committees can evaluate your writing skills and your scholarly development. These work samples, of course, should be freshly printed, clean copies of recent papers, free of all grades and instructor comments. They should also be, if at all possible, work related to the field of classics and to your interests within it.

Given the page limits set by the application requirements, try to select a paper or papers which have been favorably received by your instructors, and which you have written in the last year. If possible, aim to include papers which represent at least some research (think bibliography), analysis (think ancient evidence and arguments about it), and independent thought (think conclusions you draw yourself). Particularly if you are applying to programs in ancient literature or ancient history, it is especially helpful to submit writing samples which show direct engagement with original Latin and Greek.

Placing a cover page on each writing sample giving its title and a brief summary or abstract of the contents will make it easier for admissions committees to follow your arguments quickly. This is particularly the case if your writing sample is an excerpt from a longer work like an undergraduate

thesis. Some programs will accept complete undergraduate theses as exceptions to their page-limit requirements; you can find out if this is the case by contacting them.

### **The personal statement**

For some individual evaluators or admissions committees, the personal statement is the most important component of the application package after former degree credentials and transcripts. As such, it should be crafted with great thought and care, and *rewritten for each application you submit so that it is specific to each institution.*

Although it occupies the same position in the graduate application as the ‘essay’ did in the undergraduate one, the personal statement is a very different kind of document. In a nutshell, it is your opportunity to justify and discuss your academic career to date, outline your future intellectual and career goals, and explain why the program to which you are applying is an appropriate bridge between your past and your future. The personal statement should not be a virtual academic paper or dissertation proposal (students in the US are not expected to arrive in graduate school with dissertation topics in hand, and indeed are almost discouraged from doing so), nor should it be a mirror reflection of the institution’s self-proclaimed strengths (do not write, “I want to attend the University of Q because of its excellent library”). Rather, it should show how and why the institution (department, program) is a good fit with both your prior qualifications and your coming plans.

The personal statement does not have to be overly long (about 2 single-spaced pages should probably be sufficient, and this is a commonly requested length), but it should still be detailed and well-organized. Although you should avoid simply re-rehearsing a ‘laundry list’ of achievements presented elsewhere in your application packet, you might think of the ‘past’ portion of the statement as your chance to expand upon and prioritize the information in your CV. What areas of study are particularly meaningful to you now, and what experiences in the past led you to them? Were there any significant moments of change in your academic career? If so, how have they shaped the apprentice scholar you are now? What kind of independent work have you done, and what impact has it made on you? What do you consider to be your most advanced study to date?

Your description of your future goals and plans should be sufficiently specific to demonstrate real depth of thought (not “I want to be an archaeologist,” but “I am particularly interested in future teaching, excavation, and research which focuses upon the Bronze Age in the ancient Near East because . . .”), and should be elaborated upon to demonstrate a good fit with the program to which you are applying (“University Y’s ongoing excavation in Israel is a particular point of attraction for me, as is the yearly program of papers in the Near East Seminar, which I would plan to join immediately upon entering the program”). If you choose to mention specific faculty members at the destination university, do so with care. A little work on the internet will tell you whether Professor X, with whom you want to work, has just accepted a temporary three-year fellowship to the other side of the world, or whether Professor Z has recently departed for another institution. Above all, “do not stop at ‘I want to work with Professor X’; rather, continue on to ‘I would look forward to working with Professor X because . . .’”<sup>1</sup> If you have had a prior conversation with the faculty member, you will be able to be even more specific about the areas of his or her research which are of particular interest to you.

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<sup>1</sup> A point raised in these words in the graduate recruitment brochure disseminated by the Department of Classics, Princeton University (1998).

The usual rules of good writing apply: organize with impeccable clarity, be concise, be lively, use correct grammar, spelling, and punctuation. Remember, this is the most recent example of your ‘work’ that the admissions committee will read, and they will pay a great deal of attention to it in order to make sense of your vision of your academic career. Do not be reluctant to seek advice from your current and past instructors as you are crafting your personal statement; they can often be an excellent resource.

As a last note, there are a couple of ‘red flags’ which you should avoid in your personal statement:

1) *Negative language of any kind*, e.g. “I do not have much experience in ancient history, but . . .” This should always be recast in the positive, e.g. “My enthusiasm for my chosen field of study has only grown with my increasing experience, and in the summer before entering a graduate program I plan to deepen my knowledge by . . .”

2) *Language which could potentially be dismissed or deconstructed by a more experienced scholar*. Be very careful about using absolute terminology like “always” or “never” when discussing academic topics in your statement, or about making blanket generalizations about your field which you do not yet have adequate experience to support, no matter how firmly you may believe they are true.

### **The Interview Process**

A number of the most competitive programs require admissions interviews for all of their shortlisted candidates, or even use them to break ties near the bottom of their admissions lists. If you are called for one of these interviews, you will work with an administrative assistant to schedule what we will call a ‘formal’ visit to campus. As on an informal campus visit, you may have time to speak with current students, and also with individual faculty members, whose conversations with you may or may not be a codified part of the actual interview evaluation. (You may still safely assume, however, that every meeting you hold will help to create an overall departmental impression of you as a candidate.) Other interviewees may or may not be on campus at the same time. Under these circumstances, it is likely that you will travel at the evaluating department’s expense, and that some coverage will be provided for lodging (perhaps with a current student) and meals; however, as in the case of the informal campus visit, the offer for these arrangements should be made by the department, not requested by you.

Often these kinds of campus visits will culminate for you in a scheduled formal interview, sometimes held before an entire committee of faculty members. The kinds of general tips which are frequently given to job applicants in the business world certainly apply here: suitable attire, positive and professional body language, a confident tone of voice, a *thorough* knowledge of the institution and the program (as best as can be achieved by an outsider), and the ability to present your particular strengths and relate them to that program in a concise and articulate fashion will all serve you well. The faculty members will drive these kinds of interviews with the questions they ask you. Do not extend your answer to any one question for so long that there is no time for follow-up; instead, pause after a summary response and ask the committee members if they would like you to elaborate further. Remember to reread your own CV, writing samples, and personal statement (the one you crafted *for this particular institution*) before your interview, as these documents or their equivalents will form the basis for many of the questions you will receive. And if you cannot answer an intellectual or field-related question which is posed to you, describe instead how you would go about discovering

that answer. It will give you an opportunity to demonstrate your knowledge of the basic processes of academic research.

There are frequently rumors that these kinds of interviews culminate in staged ordeals such as required sight translations of Pindar or Thucydides. These rumors, mercifully, are untrue.

### **Evaluating Program Responses and Offers**

#### **Offer time and negotiation**

Perhaps it is February, and you have just received a tantalizing email from your second-choice program offering you admission and a partial fellowship. This is your first offer, and in your excitement you are tempted to take it and get the decision-making over with.

Do not jump too quickly. Particularly if you have applied to several competitive programs or to similar programs within the same geographic region, you may end up with competing offers that need close comparison before you can make the choice that is truly right for you. Is admission with no financial support at your first-choice school better than that partial fellowship at your second choice? Given the cost of living in each location, how much financial aid will you require? Is there more than one faculty member at the top school whose work fascinates you? (Your academic career should never hang upon your intellectual relationship with only one mentor. People do move, change jobs, and retire.) Do students at the second school tend to be more successful on the job market when they finish?

Some of these kinds of questions are ones you can answer yourself by researching graduation rates or crunching cost-of-living numbers once again. But you may have other questions which require additional contact with the faculty members and administrators at the institutions you are considering. Do not hesitate to contact them, but try to keep your emails and telephone calls organized and concise when you do. Explain what ongoing concerns you have, even if they are primarily financial in nature. Occasionally fellowship offers may be readjusted as a recruiting tool, or a financial aid office may be able to find one more grant or loan program that makes the difference for you.

Remember that it is still your right to complete your research and have your questions answered, no matter how badly a department may want your answer early. Watch the deadlines and conduct your discussions with good sense and tact, but take that extra time if you need it to wait for all of your responses to come in and talk the various issues over with friends and family, or to revisit one or two campuses.

#### **Accepting an offer and planning for entry**

At long last, you telephone or email the director of graduate studies at your chosen department, send back the relevant forms (and the checks for the various mandatory deposits) to the relevant offices, and commit to a program. Congratulations and celebrations are in order at this stage, of course, but it is crucial that you do not waste the time available to you in the intervening summer. This is the last summer until you complete your dissertation during which you will not have some kind of graduate work or exam preparation pending, and this empty space can be used to your great advantage. Plan to spend the summer preparing to relocate, if necessary; earning some extra money (always needed); and either formally studying a modern language (e.g. an intensive class at a local university) or reading ancient texts. If you choose the latter option, make sure to select texts from your required graduate school reading list (ask for a copy from the department if a reliable and updated one is not

available online). You will be examined on this material quite soon, comparatively speaking, and the preparation for it takes a great deal of time.

Once you do commit to a program, ironically, the academic department's involvement with you, which may have been fairly detailed up to this point, generally takes a hiatus until you actually enter. You should direct any questions you may have about housing, finances, health insurance, etc., to the proper university offices rather than to the department itself. Consider this your opportunity to get to know the infrastructure of your new institution so that you can hit the ground running when you arrive.

## **Other Options**

### **External scholarships and fellowships for graduate study in the US**

Counting exclusively on your destination university of choice for graduate school funding is the logistical equivalent of putting all of your eggs in one basket. As you are applying to graduate school, do not forget to submit additional applications to external scholarship and fellowship programs. In many cases, a university will extend equivalent support for a certain amount of time to the winner of a prestigious scholarship after the scholarship's funding expires, in effect providing a much clearer financial path to the final degree.

Some of the best-known sources of independent funding for graduate school in the humanities in the US include:

The Jacob K. Javits Fellowships Program (through the US Department of Education)  
The Jack Kent Cooke Foundation  
The Beinecke Scholarship Program (applicants must be undergraduate *juniors*)

There are, of course, many others, including smaller or partial scholarships and fellowships funded by e.g. benevolent, ethnic, and business organizations, and these are well worth the effort required to research them, since they can add up quickly. Some time on the internet will help you discover some of these, as will paging through the many large scholarship directories still readily available in university and Foundation Center (<http://www.foundationcenter.org>; there is one of these in downtown Washington, DC) libraries. Be prepared to commit significant time and energy to this endeavor, but also be comforted that it really does reward most industrious students on some level.

In no case whatsoever should you pay an independent 'service' or website to locate sources of financial aid for you. If you need assistance in determining whether a given source of funding is 'legitimate,' an academic adviser or university career counselor should be able to help you.

### **Overseas scholarships and fellowships**

There are a number of well-known international scholarships and fellowships designed to assist American students who want to pursue graduate-level work (or a second bachelor's degree) in other countries. Additional information on specific programs can generally be found in the study abroad or financial aid offices of US schools, and especially on the internet.

**IMPORTANT:** Preparation for overseas degree seeking is a long and extensive process. Initial applications for major fellowships such as the Rhodes, Marshall, and Fulbright are generally due in home university offices (for initial rounds of vetting and elimination) in early to mid-September of

one's final year of study, i.e. one full calendar year before entrance at a European or other institution is desired. Many viable candidates are rendered ineligible for these competitions due to their lack of attention to these early deadlines, so be sure to follow your current university's directions to the letter. Additional assistance with the extensive applications may be available to you; many schools maintain faculty advisers whose responsibilities include preparing students and their files for Rhodes, Marshall, and Fulbright competitions. Ask at your home department or at the career counseling and overseas study offices.

Here are just a few of the major overseas scholarship and fellowship programs which may be of interest to you:

Rhodes Scholarship

Marshall Scholarship

Fulbright Scholarship

Rotary International Ambassadorial Scholarship

Gates Cambridge Scholarship

Lionel Pearson Fellowship (for classicists only, through the APA)



## CAREERS FOR CLASSICISTS OUTSIDE OF ACADEMIA

Classics is an inherently interdisciplinary field, embracing the study of languages, literature, history, and material culture (archaeology, architecture, and art). Students who succeed in earning a classics degree, whether in languages or in civilization, have gained command of a broad and diverse body of knowledge, have been challenged to engage with great ideas, have read widely, and have honed their abilities in critical thinking, argumentation, research, and writing. These skills are valued by a wide variety of professions.

Many students who graduate from our department stay in the field, but a significant number also choose careers outside of classics, successfully entering such areas as law, medicine, business, and government. *We enthusiastically support our students no matter where their goals may take them.*

To learn more about where a classics degree may take you out in the wider world, we invite you to explore our own departmental website, where we have collected a large number of links to electronic resources and career services. You may also like to consult the booklet *Careers for Classicists*, prepared by the American Philological Association and available for purchase directly from that organization--or for perusal in the departmental library.

# **APPENDIX 1.**

## **SAMPLE ARTS AND SCIENCES TRACKING SHEETS**

'Tracking sheets' are employed by CUA students and advisers to ensure that all degree and distribution requirements are fulfilled in the pursuit of the BA. You can use your tracking sheet as a checklist and a guide when you select your courses for each semester. The next three pages of this handbook display blank tracking sheets for the department's major programs in Classics, Latin and Classical Humanities, and Classical Civilization.

## **BA in Classics**

## **BA in Latin and Classical Humanities**

## **BA in Classical Civilization**

## APPENDIX 2.

### FACULTY APPROVAL OF SENIOR THESIS TOPIC

Classics 425-426

Due: *[Last day of midterm week for the semester in which Classics 425 is taken]*

***PART I (to be completed by the student):***

Name of Student: \_\_\_\_\_

Student's Major Program: \_\_\_\_\_

Proposed Thesis Title/Topic: \_\_\_\_\_

\_\_\_\_\_  
*I understand that it is entirely my responsibility to make and keep regular appointments with my faculty adviser throughout the academic year, to follow his/her instructions, to complete all assignments, to observe all requirements of CLAS 425 and CLAS 426 respecting content, length, and submission dates, and to satisfy all other expectations stipulated by my faculty adviser.*

\_\_\_\_\_  
(Student signature and date)

***PART II (to be completed by the faculty adviser):***

*I have discussed this thesis topic with the student and agree to meet with him/her regularly (weekly or bi-weekly), to guide his/her work, to read and evaluate assignments and drafts, to approve the final version of the first semester's work and of the thesis in the spring semester, and to submit a grade for each term's work to the course coordinator.\**

\_\_\_\_\_  
(Faculty signature and date)

***\*Please photocopy the completed form, passing the original to the course coordinator and a copy to the student, and retaining another copy for your own records.***

Date received by course coordinator: \_\_\_\_\_

**APPENDIX 3.**  
**SAMPLE SENIOR THESIS TITLE PAGE**

**THE RELEVANCE OF CLASSICS IN THE MODERN ERA**

**Jane Doe**

A Senior Thesis

Presented to the Faculty of

The Department of Greek and Latin at

The Catholic University of America

in Partial Fulfillment of the

Requirements for the Degree of

**BACHELOR OF ARTS IN CLASSICS\***

June 2025

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\* or LATIN AND CLASSICAL HUMANITIES, or CLASSICAL CIVILIZATION, as appropriate

## APPENDIX 4.

### SENIOR THESIS SUBMISSION AND ABSTRACT RELEASE FORM Classics 425-426

Due: *[Last day of classes for the semester in which Classics 426 is taken]*

**PART I** (to be completed by the student):

Name of Student: \_\_\_\_\_

Student's Major Program: \_\_\_\_\_

Thesis Title: \_\_\_\_\_

*I understand that the title of my senior thesis, my name, and my senior thesis abstract may, at the sole discretion of the Department of Greek and Latin, be reproduced in departmental publications, including but not limited to brochures, handouts and other publicity materials, and departmental or other CUA websites.*

Please check the box, sign, and date below:

*I give permission for the unlimited use of the title of my senior thesis, my name, and my senior thesis abstract.*

\_\_\_\_\_  
(Student signature and date)

**PART II** (to be completed by the faculty adviser):

*I have received in final form all components for the submission of this senior thesis. I agree to submit a grade for this term's work to the course coordinator in due course.\**

\_\_\_\_\_  
(Faculty signature and date)

***\*Please photocopy the completed form, passing the original to the course coordinator and a copy to the student, and retaining another copy for your own records.***

#### ***Checklist of components for submission***

- 1 unbound copy of the complete thesis, submitted in an envelope.
- 1 bound copy of the complete thesis, held together as the student wishes.
- 1 electronic copy of the complete thesis (including all illustrations) on diskette or CD-ROM.
- 1 extra copy of the thesis abstract (200 words, headed by the thesis title and the student's name).
- This Submission and Abstract Release Form.

Date received by course coordinator: \_\_\_\_\_



## **APPENDIX 5.**

### **OTHER USEFUL (AND ESSENTIAL) CUA PUBLICATIONS**

As stated at the beginning of this *Handbook*, there are two other major CUA publications whose language and policies may supersede those of the Department of Greek and Latin. In case of a policy conflict, the publications should be preferred in this order:

1. *The Catholic University of America Undergraduate Studies Announcement* for the appropriate year.
2. *The Advising Handbook of the School of Arts and Sciences* for the appropriate year.
3. *The Department of Greek and Latin Undergraduate Handbook* for the appropriate year.

All majors in the Department of Greek and Latin are required to keep copies of these three publications on hand and to consult them regularly, as they are bound by their contents.

In addition, all CUA students are required to read, keep, and remain bound by *The Catholic University of America Student Handbook* and (as appropriate) *The Catholic University of America Residence Life Handbook*. University policies at large are also constantly updated on a special website: <http://policies.cua.edu>.